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ABSTRACT

Alberta Learning was created in May 1999 to enhance the focus of the government of Alberta, Canada, on lifelong learning and equipping all Albertans with the information and skills needed to live and work in the information age. During its first year of operation, Alberta Learning focused on its core businesses of basic learning, adult learning, and apprenticeship and industry training, as well as on working with partners and stakeholders to create a more integrated lifelong learning system for Albertans. The following were among Alberta Learning's key accomplishments in 1999-2000: (1) establishment of a 56-member transition team to guide efforts to build a fully integrated lifelong learning system; (2) increased support for schools by 12.6% to sustain a world-class education for Albertans, meet the needs of the province's diverse student populations, and address public concerns about the safety of children in school; (3) increased support for adult learning programs by 16.7% to address public concern about postsecondary student costs and prepare Albertans for the global economy; and (4) revised legislation to enhance the responsiveness of the apprenticeship and industry training system. (Seventy-one tables/figures are included. A summary of Alberta Learning's accomplishments and the methodology for analyzing results are appended.) (MN)

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ALBERTA LEARNING

Optimizing human potential.

Results Report 1999/2000

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For more information contact:

Performance Measurement and
Reporting Branch
Alberta Learning
3rd Floor, Devonian Building
11160 Jasper Avenue
Edmonton, Alberta T5K 0L2

Telephone: (780) 427-8217
Fax: (780) 422-5255
E-mail: measurement.learning@gov.ab.ca

To be connected toll-free call 310-0000.

The *Results Report on Alberta's Learning System, 1999/2000* is an excerpt from Alberta Learning's *Annual Report, 1999/2000*. It replicates the Results Analysis section exactly as it appears in the *Annual Report*, and is produced for wider dissemination of performance information to the learning system and the public. In addition to the information in this *Results Report*, the *Annual Report* contains an Operational Overview of the Ministry, Ministry financial information, summaries of the financial statements of public school authorities and post-secondary institutions, and Disclosure of Salaries and Benefits for Superintendent Positions.

Extracts from this report are available
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To the Reader

The *Results Report on Alberta's Learning System, 1999/2000* is an excerpt from *Alberta Learning's Annual Report, 1999-2000.* It replicates the Results Analysis section exactly as it appears in the Annual Report, and is produced for wider dissemination of performance information to the learning system and the public.

In addition to the information in this *Results Report*, the *Annual Report* contains an Operational Overview of the Ministry, Ministry financial information, summaries of the financial statements of public school authorities and post-secondary institutions, and Disclosure of Salaries and Benefits for Superintendent Positions.

The performance information contained in this *Results Report* will be used in the preparation of Alberta Learning's next three-year plan. All those involved in the learning system are encouraged to use this information to plan improvements for learners in their organization.

Minister's Message

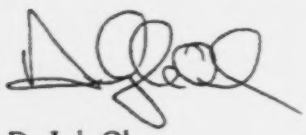
With the first year in a new lifelong learning mandate completed, Alberta Learning's performance record demonstrated a clear move in the right direction. In 1999/2000, our results showed that:

- 95% of high school students and 87% of parents are satisfied with the quality of education;
- Over 3/4 of Albertans are satisfied with the preparation adult learners receive for the workforce; and
- Alberta's students posted the best-ever results on provincial achievement tests.

Overall, our learning system achieved impressive results – in fact, out of a total of 44 measures that have more than one year of data, the ministry maintained or improved on all but 4. Looking across the entire learning system, good results were achieved in all areas, from basic learning and post-secondary education to apprenticeship and industry training.

To focus on the performance of Alberta's learning system, the following pages replicate the Results Analysis portion of the Ministry's 1999/2000 Annual Report. These results provide an important source of information for the development of the Ministry's 2001 - 2004 Business Plan.

Alberta's learning system continues to be one of the finest in the country and we intend to keep it that way. Together with students, parents, school boards, institutions and communities we will continue to improve our learning system.



Dr. Lyle Oberg
Minister of Learning

Highlights

Key Accomplishments, 1999/2000

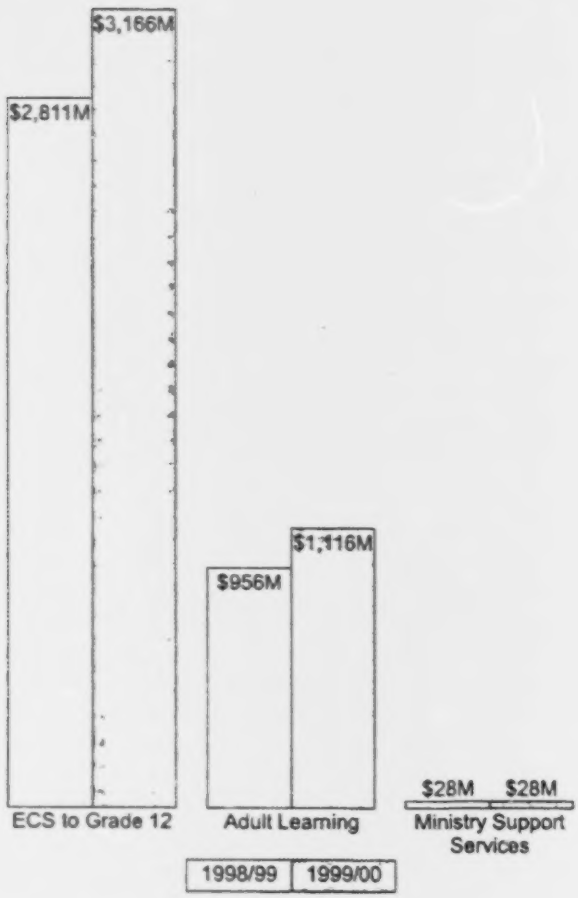
CHALLENGES	ALBERTA LEARNING'S RESPONSE
Lifelong Learning Building a fully integrated system	• Established the 56-member Transition Team comprised of staff, representatives of partnering ministries and stakeholders to guide the department re-organization process and the development of Ministry goals and outcomes. • Held the first Minister's Forum on Lifelong Learning in November 1999, attended by 200 Albertans to discuss issues regarding priorities for lifelong learning. • Initiated province-wide consultations, through the MLA Committee on Lifelong Learning, to identify new strategies for encouraging Albertans to continue learning throughout their lives. • Expanded Campus Alberta to include partners in basic education and industry and planned a Symposium for the fall of 2000. • Worked with partnering ministries to prepare a plan for healthy birth outcomes, optimal early childhood development and ongoing support for parents.
Basic Learning Sustaining a world-class education for Alberta students	• Increased support for schools by 12.6% ($355 million), for a total of more than $3 billion. • Addressed cost pressures of high growth school systems through an MLA Team review of sparsity and density funding. • Developed the Alberta Initiative for School Improvement (AISI) with partners to provide $66 million each school year to improve student learning outcomes. • Initiated a study of barriers to high school completion. • Launched a stakeholder consultation to better define the results Albertans expect from the Early Childhood Services (ECS) to grade 12 learning system. • Implemented teacher growth, supervision and evaluation policies in all school boards. • Signed an interprovincial Agreement-in-Principle for Teacher Labour Mobility and collaborated with partners to develop an Alberta Portability Credential for teachers moving to other provinces. • Sought stakeholder input on the School Council review report that confirmed the role of parents and focused on improving communication and encouraging leadership.
Keeping student programs up to date	• Completed the English and French language versions of the Information and Technology Program of Studies for province-wide implementation in September 2000 in grades 1-12. • Revised the ECS-grade 12 physical education and language arts courses. • Completed teacher resources to assess elementary students in Français and French Language Arts. • Allocated $2.2 million to regional consortia for teacher support on the implementation of the revised high school mathematics courses and provided workshops on the diploma examinations being developed for Pure Mathematics 30 and Applied Mathematics 30. • Promoted and supported the integration and effective use of technology for student instruction in a variety of delivery modes including traditional classrooms, virtual-online schools, and distance learning-correspondence learning environments.
Meeting needs of diverse populations of students	• With the western provinces, completed a common Aboriginal language and culture curriculum framework. • Created the Greater South Francophone Education Authority. • Removed caps on funding for English as a Second language programs and, with partners, identified best practices for Early Literacy and English as a Second Language Programs.
Supporting students with special needs	• Restructured funding for students with severe special needs by removing caps and providing pro-rated funding for students who move to a different school jurisdiction during the year. • Working with the Alberta Teachers' Association, developed and distributed *Teaching Students with Emotional Disorders and/or Mental Illnesses*. • Initiated a review of special education with partners to improve efficiency and effectiveness.
Addressing public concerns about safety of children in school	• With partners, developed and implemented strategies to foster safe and caring schools, including sponsoring Canada's first Safe and Caring Schools Conference. • Revised the School Act to promote safe and caring learning environments for students.

Adult Learning Sustaining a world-class adult learning system	• Increased support for adult learning programs, including apprenticeship, by 16.7% ($160 million), a total of over $1 billion. • Approved 10 applied-degree and 27 information and computer technology programs. • Allocated additional $38 million in one-time grants to upgrade existing post-secondary facilities.
Addressing public concern about post-secondary student costs	• Initiated the Universities Coordinating Council review of Alberta's admission and transfer policies to ensure that learners have the best possible access to post-secondary educational opportunities. • Provided $110 million to assist post-secondary learners (grants, scholarships, loans), including $67 million to reduce debt levels of post-secondary graduates, up from $61 million in 1998/99. • Promoted the loan remission program to ensure eligible graduates apply for debt relief.
Recognizing and rewarding excellence	• Awarded $17 million to 26 post-secondary institutions based on progress on key performance indicators. • Introduced two new scholarship programs for 2000/01: Jason Lang awards to 3,000 students for first year achievement, and Laurence Decore awards to 100 students for student leadership.
Preparing Albertans for the global economy	• Initiated development of Alberta's International Education Strategy, which is designed to provide Albertans with the skills and abilities they need to compete internationally. • Created over 1,200 spaces for post-secondary students in information and computer technology programs and other priority areas. • Launched a research study to identify key factors that influence Albertans' decisions to pursue post-secondary education. • Initiated an MLA/stakeholder review of post-secondary funding to ensure flexibility for institutions and accessible, responsive and affordable learning opportunities for Albertans.
Apprenticeship & Industry Training Responding to industry demand in a rapidly expanding economy	• Revised legislation to enhance responsiveness of the apprenticeship and industry training system. • Certified 4,424 journeymen up from 4,200 in 1998. • Certified an additional 450 individuals through the Qualification Program and Alberta Journeyman Equivalence Program in 1999, up from 390 in 1998. • Through the ACCESS fund, provided 2,100 new student spaces for apprenticeship technical training over two years. • Developed, with other provinces, an Interprovincial Common Core Curriculum Standard for the carpentry trade. • Increased the number of students enrolled in the registered apprenticeship program (RAP) by 27%. • Provided a wider range of career choices in the Heavy Equipment Technician apprenticeship program through the development of four craft areas in this trade. • Developed individual learning modules in a number of designated trades to allow for greater flexibility in the delivery of technical training.
Effective Partnerships Enhancing integration of government services	• Developed a transferable model for working collaboratively with partners in designing the Alberta Initiative for School Improvement. • Launched the student health program through joint service plans with school authorities, health authorities, child and family services authorities and the Mental Health Board, with funding of $26 million per school year. • Worked with provincial governments involved in the Western Canada Protocol to select resources, develop distance learning materials and initiate French language projects. • Worked cooperatively with Alberta Corporate Service Centre (ACSC) to plan for the smooth implementation of appropriate shared services.
Strengthening service to Albertans through collaboration	• Co-led four cross-department partnerships: the Alberta Children's Initiative, People and Prosperity, Get Ready Alberta, and the Youth Employment Strategy. • Worked with other ministries to plan access to an affordable, high-speed telecommunications network by schools and other learning institutions across the province. • In partnership with First Nation and Metis organizations, consulted with 4,400 people on a review of the Native Education Policy focusing on improving success of Aboriginal learners. • Worked with Alberta Apprenticeship and Industry Training Board to enhance the effectiveness of the industry advisory network. • Held public consultations with more than 6,000 Albertans on such topics as curriculum development, school board funding and accountability, the Community Adult Learning Program Policy, the Survey of Employers of Apprentices and the School Council review.

Note: See Appendix 1 for a more detailed summary of accomplishments.

Financial Highlights

ALBERTA'S INVESTMENT IN LEARNING



Support to both basic and adult learning increased:
- from $2.8 billion to over $3 billion for early childhood services to grade 12; and
- from $.9 billion to over $1 billion for adult learning, including apprenticeship and industry training.

Ministry support services remained the same between 1999/2000 and 1998/99.

For further information, see Financial Results and Performance.

Performance at a Glance

OUTCOMES	CORE INDICATORS		RESULTS FOR 1999/2000
Goal 1: High Quality Programs			
Flexible and responsive programs meet learning needs.	• Quality of basic education	✔	A very large majority of high school students (95%) and parents (87%) are satisfied with the quality of education.
	• Preparation of adults for the workplace	⬆	Over 3/4 of Albertans are satisfied that adult learners are being prepared for the workforce.
Programs are accessible.	• Adult participation in learning	=	One in three adults participates in learning.**
	• Services for children with severe special needs	=	More than 75% of parents continue to be satisfied with overall services for their children with severe special needs.
Programs are affordable.	• Post-secondary tuition revenue	✔	Tuition revenue is at 22% of net operating expenditures, which is well within the 30% cap.
	• Involvement in school decision making	=	More than 3 of 4 parents and 2/3 of the public are satisfied with their opportunities for involvement in decision making in schools.*
Goal 2: Excellence in Learner Achievement			
Learners achieve high standards.	• Quality of teaching	=	A large majority of parents (80%) and students (92%) are satisfied with teaching quality.*
	• Student achievement	⬆	Overall, more students (over 84%) achieved the acceptable standard on provincial achievement tests in grades 3, 6 and 9.
Learners complete programs.		✔	Students continue to exceed the standard of excellence on provincial achievement tests overall.
		=	Students met or nearly met the acceptable standard in four of ten diploma exams.
	• High school completion	=	70% of students have received their diploma or certificate within 6 years of entering grade 9.
Goal 3: Well Prepared Learners for Lifelong Learning, the World of Work and Citizenship			
Learners are prepared for lifelong learning, work and citizenship.	• Employment of post-secondary graduates	=	A large majority (81%) of post-secondary graduates are employed with most employed in jobs related to their education.**
	• Academic/technical skills of post-secondary graduates	=	Over 80% of employers are satisfied with the academic/technical skills of post-secondary graduates.**
	• Quality of adult learning	✔	A very large majority of adult learners (91%) are satisfied with their recent education or training.
	• Curriculum quality	=	Almost 2/3 of the public agree students are learning what they need to know.*
		⬇	A majority of parents (77%) agree students are learning what they need to know, down from 83% in 1995/96.*
Goal 4: Effective Working Relationships with Partners			
Joint initiatives meet Albertans' learning needs and achieve social and economic goals of province.	• Department's working relationships (New Measure)	*New*	Over 3/4 of partners and stakeholders are satisfied that Alberta Learning staff are collaborative and responsive in working relationships.*
Goal 5: Highly Responsive and Responsible Ministry			
Ministry demonstrates value for dollars, leadership and continuous improvement.	• Value for money	✔	Over half of the public are satisfied with value for money spent on education.
		⬇	A majority of parents (71%) are satisfied with value for money spent on education, down from 78% in 1995/96.
	• Administrative efficiency	✔	Only 1.6% of total spending was used on department functions.

From base year: = No change ✔ Met or exceeded target ⬆ Improved performance ⬇ Performance decline

* No target was set for 1999/2000. ** Target for 1999/2000 not applicable.

Introduction

As part of the government reorganization, Alberta Learning was created in May 1999 from substantial portions of the former departments of Education and Advanced Education and Career Development. The key objective of the restructuring was to improve government services and programs through better organization and interdepartmental teamwork.

For Alberta Learning, the reorganization was part of enhancing government's focus on people development - "to equip Albertans of all ages with the information, skills and training they need to live and work in the information age ... and to ensure our children grow up healthy and safe."

A new vision, mission and goals for a lifelong learning system were created in consultation with stakeholders.

Vision: "Optimizing human potential."

Mission: "Alberta Learning's leadership and work with partners build a globally recognized lifelong learning community that enables Albertans to be responsible, caring, creative, self-reliant and contributing members of a knowledge-based and prosperous society."

Goals: Alberta Learning is committed to:

- providing high quality learning opportunities;
- excellence in learner achievement;
- well prepared learners for lifelong learning, the world of work and citizenship;
- effective working relationships with partners; and
- highly responsive and responsible ministry.

Working to achieve these goals will help ensure our people and province continue to prosper well into the new century.

During its first year of operation, Alberta Learning has focused on its core businesses of basic learning, adult learning and apprenticeship and industry training as well as worked with partners and stakeholders to create a more integrated lifelong learning system for Albertans, while maintaining the strength of the existing basic education and adult learning systems.

The accomplishments and performance of the Ministry in 1999/2000 are profiled in the pages that follow. Targets for 1999/2000, which apply to the Ministry's core performance measures, are found in former Alberta Education's three-year plan for 1997/98 to 1999/2000 as well as Alberta Learning's restated business plan, 1999/2000 - 2000/01. Change in performance is compared to the base year of 1995/96 unless otherwise noted.

AUDITOR GENERAL *Alberta*

REPORT OF THE AUDITOR GENERAL ON THE RESULTS OF APPLYING SPECIFIED AUDITING PROCEDURES TO KEY PERFORMANCE MEASURES

To the Members of the Legislative Assembly:

I have performed the following procedures in connection with the Ministry of Learning's performance measures included in the *1999-2000 Annual Report of the Ministry of Learning* as presented on pages 19 to 63.

1. Information obtained from an independent source, such as Statistics Canada, was agreed with the information supplied by the stated source. Information provided internally was agreed to the reports from the systems used to develop the information.

2. The calculations that converted source information into reported measures were tested.

3. The appropriateness of the description of each measure's methodology was assessed.

As a result of applying the above procedures, I found no exceptions. However, these procedures do not constitute an audit of the set of performance measures and therefore I express no opinion on the set of performance measures included in the *1999-2000 Annual Report of the Ministry of Learning*.

Peter Valentine FCA
Auditor General

Edmonton, Alberta
September 19, 2000

Goal 1 - High Quality* Learning Opportunities

OUTCOMES

Flexibility and Responsiveness:
- The learning system meets the needs of all learners, society and the economy.
- The learning system is flexible and provides a variety of programs and modes of delivery.

Accessibility:
- All Albertans can participate in learning.
- Albertans with special needs can participate in learning.

Affordability:
- Cost is not a barrier to learners participating in learning opportunities.
- The learning system is affordable.

✔ Met or exceeded target
= No change
↑ Improved performance
↓ Performance decline

There are six Ministry core measures to assess and report on the goal of High Quality Learning Opportunities for Albertans. **Overall, two targets were met, one measure showed improvement and three remained unchanged.**

PERFORMANCE HIGHLIGHTS

✔ **Quality of Basic Education** – Student and parent satisfaction with the quality of education has remained high in recent years, with results for students at 95% and for parents at 87% in 1999/2000. Public satisfaction also has been constant.

↑ **Preparation of Adults for the Workforce** – Public satisfaction that adults are being prepared for the workforce has increased from 73% in 1995/96 to 76% in 1999/2000.

= **Adult Participation in Learning** – One in three adult Albertans participates in credit or non-credit programs.

= **Services for Special Needs Children** – Parent satisfaction with support services for their children with severe special needs has remained stable within the confidence interval.

✔ **Post-Secondary Tuition Revenue** – Tuition revenue comprises 22.1% of net operating expenditures and remains well within the legislated 30% cap.

= **Opportunities for Involvement** – Parent and public satisfaction with opportunities for involvement in schools has remained stable since 1995/96, with results of 78% and 66% respectively in 1999/2000. Satisfaction with actual involvement of both groups increased from 1995/96 to 1999/2000.

OPPORTUNITIES FOR IMPROVEMENT

- **Preparation of Adults for the Workforce** – Although satisfaction that adults are being prepared for the workforce has increased over the past few years, results remain below our target of 80%.
- **Services for Special Needs Children** – The percentage of parents satisfied with support services for their children with severe special needs is just below our target of 80%.

(*Quality = Up to date, available, accessible, affordable, responsive, recognized, high standards)

Quality of Basic Education

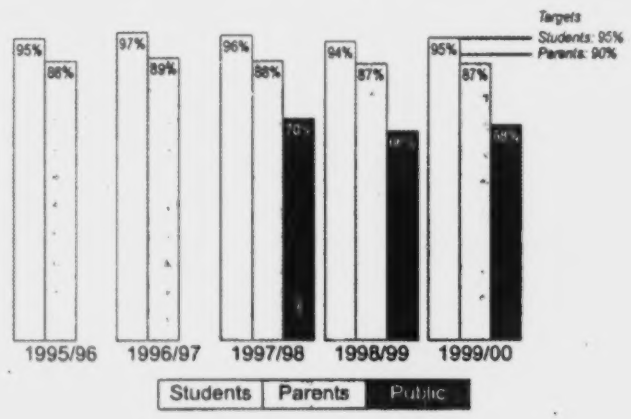
TARGET:

- Target for student satisfaction was met.
- Target for parent satisfaction was met when the confidence interval is taken into account.
- No target was set for public satisfaction for 1999/2000.

ANALYSIS:

- Student, parent and public satisfaction has remained constant in recent years.

High School Student, Parent and Public Satisfaction with Overall Quality of Education



Source: Alberta Learning: Environics West – 1995, 1996, 1997; The Advisory Group – 1998, 1999; Criterion Research Corp. – 2000.

Notes:
- See Endnote A for information on Alberta Learning's surveys.
- See Endnote C, measure 1.1.

Preparation of Adults for the Workforce

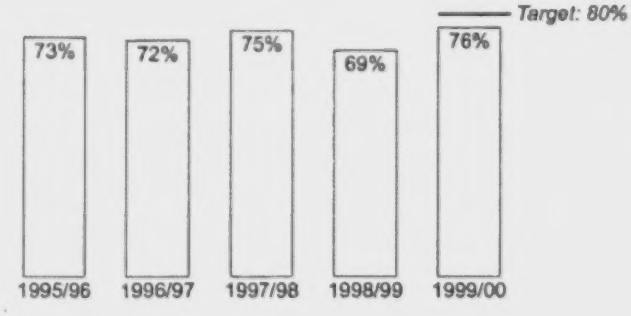
TARGET:

- Progress made toward the target of 80%.

ANALYSIS:

- Satisfaction rose from 1995/96 to 1999/2000.
- Satisfaction in 1998/99 varies from the historical trend, possibly due to sampling variation.

Public Satisfaction that Adult Learners are Prepared for the Workforce



Source: Alberta Learning: Government Omnibus – 1996,1997; Banister Research & Consulting, Inc. – 1998,1999; Criterion Research Corp. – 2000.

Notes:
- Significant difference: 1995/96 → 1999/2000. See technical note on significant differences in survey results over time, Endnote B.
- See Endnote A for information on Alberta Learning's surveys.
- See Endnote C, measure 1.2.

Adult Participation in Learning

TARGET:

- Target set for 1999/2000 – to maintain or improve national ranking – not applicable as comparative information was not available.

ANALYSIS:

- One in three adult Albertans participates in credit or non-credit programs.
- These results give an overall view of adult access to learning through the province's extensive system of post-secondary institutions, Community Adult Learning Councils, employer-sponsored training, Career Development Centres, Canada-Alberta Service Centres and private providers.

Percentage of Adults who Report Participation in Credit and Non-Credit Courses

Source: Alberta Learning: Banister Research & Consulting, Inc. – 1999; Criterion Research Corp. – 2000.

Notes:
- See Endnote A for information on Alberta Learning's surveys.
- See Endnote C, measure 1.3 for data previously reported for this measure, which is not comparable to data provided above.

Services for Children With Special Needs

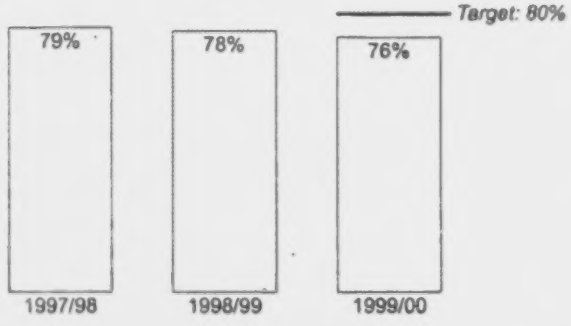
TARGET:

- Target of 80% was not met.

ANALYSIS:

- A substantial majority of parents with children who have severe special needs continue to be satisfied with services for their child.
- The results are stable over three years when the confidence interval is taken into account.

Satisfaction of Parents of School Children With Severe Special Needs with Support Services for Their Child



Source: Alberta Learning: The Advisory Group – 1998, 1999; Criterion Research Corp. – 2000.

Notes:
- See Endnote A for information on Alberta Learning's surveys.
- Endnote C, measure 1.4 provides additional data on parent satisfaction with various aspects of services for their children, and with access to specific services.

Revenues to Support Post-Secondary Credit Institutions

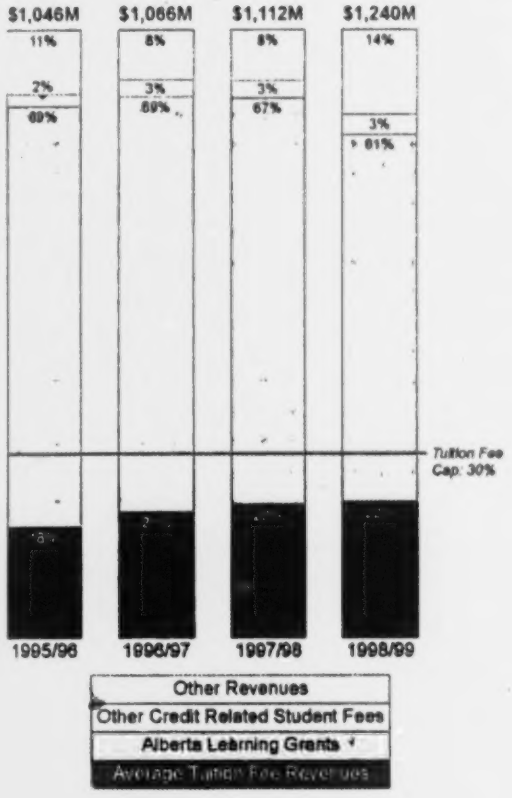
TARGET:

- Target met - tuition fee revenues remain within the 30% cap.

ANALYSIS:

- The percentages of revenues from tuition fees have increased over the last four years overall but are still within the legislated 30% cap.
- The tuition fee policy applies to each public post-secondary institution and is monitored by the department.
- Students and their families are paying a larger share of the cost of instruction in credit programs provided by public post-secondary institutions.
- The dollar value of provincial grants to post-secondary institutions has increased although grants are a smaller proportion of revenue sources for credit programs.

Sources of Funding for Post-Secondary Credit Programs as a Percentage of Net Operating Expenditures



Source: Alberta Learning.

Notes:

- Public college information for 1997/98 and 1998/99 has been updated.
- The four vocational colleges became board-governed institutions in 1997/98. Public College information has been updated to include the former vocational colleges.
- 1996/97 information does not add to 100 due to rounding.
- See Endnote C, measure 1.5.

Opportunities for Involvement in Schools

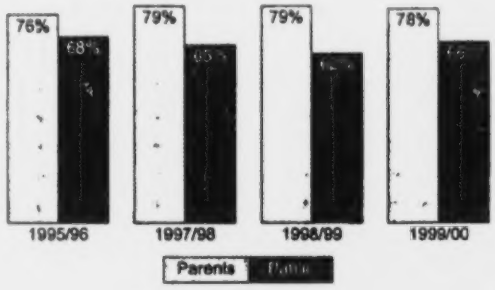
TARGET:

- No target was set for 1999/2000.

ANALYSIS:

- Parent and public satisfaction with opportunities for involvement in school decision making is fairly stable over several years.

Parent and Public Satisfaction with Opportunities for Involvement in School Decisions (New Core Measure)



Source: Alberta Learning: Environics West – 1995, 1996; The Advisory Group – 1998, 1999; Criterion Research Corp. – 2000.

Notes:

- Question was not asked in 1996/97.
- See Endnote A for confirmation on Alberta Learning's surveys.
- See Endnote C, measure 1.6.

Involvement in Schools

ANALYSIS:

- Satisfaction with actual involvement of both parents and the public increased from 1995/96 to 1999/2000.
- Results enhance understanding of parent and public satisfaction with opportunities for involvement, page 14.

Parent and Public Satisfaction with Actual Involvement in School Decisions

	1995/96	1996/97	1997/98	1998/99	1999/00
Parents	44%	—	52%	54%	54%
Public	26%	—	30%	31%	36%

Source: Alberta Learning: Environics West – 1995, 1996; The Advisory Group – 1998, 1999; Criterion Research Corp. – 2000.

Notes:
- Significant Difference 1995/96 → 1999/2000 for both groups. See technical note on significant differences in survey results over time, Endnote B.
- Question was not asked in 1996/97.
- See Endnote A for information on Alberta Learning's surveys.
- See Endnote C, measure 1.7.

Safe and Caring Schools

ANALYSIS:

- A large percentage of both parents and students continue to agree that schools provide a safe and caring environment.
- Results support satisfaction with the overall quality of basic education (see page 11).

Parent and Student Agreement That Their School Provides a Safe and Caring Environment

	1998/99	1999/00	1998/99	1999/00
	A Safe Environment		A Caring Environment	
Parents	90%	88%	89%	86%
Students	90%	92%	86%	87%

Source: Alberta Learning: The Advisory Group – 1999; Criterion Research Corp. – 2000.

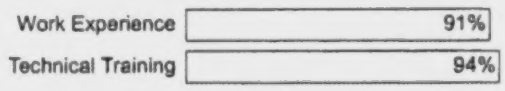
Notes:
- See Endnote A for information on Alberta Learning's surveys.
- See Endnote C, measure 1.8.

Apprentice Training and Work Experience

ANALYSIS

- A large majority of 1997/98 apprentice graduates were satisfied with the qualit of their work experience and technical training.
- Results of a similar survey two years earlier of the 1995/96 graduates, which are not comparable because a different methodology was used, also indicated high levels of satisfaction among apprenticeship graduates.
- Results support satisfaction with the preparation of adults for the workforce (see page 11).

Satisfaction of Apprentice Graduates, 1998/99



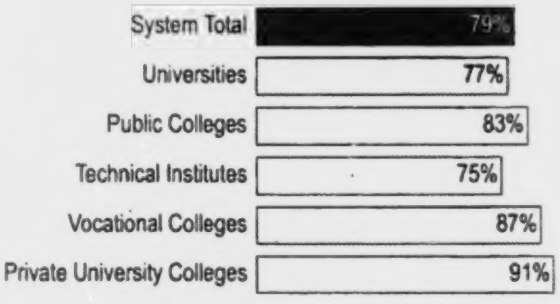
Source: Alberta Learning; Nichols Applied Management – 1999.
Notes:
- See Endnote A for information on Alberta Learning's surveys.
- See Endnote C, measure 1.9.

Quality of Post-Secondary Education

ANALYSIS

- A substantial majority of post-secondary graduates are satisfied with the overall quality of their post-secondary education.
- Only 4% expressed dissatisfaction; the remainder were neutral.
- Previous results, which are not comparable because a different methodology was used, also indicated high levels of student satisfaction in all sectors.
- Results add to our knowledge about satisfaction with the preparation of adults in workforce (see page 11).

Percentage of Recent Post-Secondary Graduates Satisfied with the Overall Quality of Their Education



Source: Alberta Learning.
Notes:
- Latest available survey information is reported. Results include information on 1995/96, 1996/97 and 1997/98 graduates, depending on timing of institution surveys.
- Information from Grant MacEwan and NorQuest graduates are not included in Public Colleges as the results are not comparable.
- See Endnote C, measure 1.10.

Post-Secondary Credit Enrollment

ANALYSIS

- Between 1995/96 and 1998/99, enrollment in post-secondary credit programs grew by over 6200 FLEs or 5.7%.
- Targeted funding through the Access Fund created an estimated 790 additional spaces in 1998/99 in high demand programs.
- Strong post-secondary credit enrollment indicates that, despite the strong economy and low rate of employment, Albertans are involved in and value learning.
- Results demonstrate the extent of adult participation in credit programs, providing further information on adult access to learning (see page 12).

Credit Enrollment in Post-Secondary Institutions
(Full-Load Equivalent)

Sector	1995/96	1996/97	1997/98	1998/99
Universities	50,186	52,041	52,845	54,316
Vocational Colleges	11,742	10,294	—	—
Technical Institutes	16,882	17,807	18,548	19,766
Public Colleges	27,775	28,972	39,266	38,816
Private University Colleges	2,503	2,318	2,337	2,433
Total	109,088	111,432	112,996	115,331

Source: Alberta Learning.
Notes:
- Credit enrollment includes learners enrolled in degree, diploma, certificate and other credit offerings.
- The four vocational colleges (AVCs) became board-governed institutions in 1997/98. Public college information for 1997/98 and 1998/99 includes the former vocational colleges.
- See Endnote C, measure 1.11.

Post-Secondary Programs

ANALYSIS

- This information demonstrates the variety of post-secondary programs and subject areas of study available to Albertans.
- Programs are available both in traditional classrooms throughout the province and through distance delivery mechanisms to facilitate access.

Enrollment by Program Type, 1998/99 (New)

Program Type (credential)	Enrollment (FLEs)	Percent of Total
Degree Programs		
Bachelor Degree	46,367	40.2%
University Transfer	6,741	5.8%
Master's Degree	5,014	4.3%
Ph.D. and Doctoral Degree	2,057	1.8%
Applied Degree	899	0.8%
Career Programs		
Diploma	21,050	18.3%
Certificate	5,798	5.0%
Other – Post-Diploma	606	0.5%
Trade Certificate	541	0.5%
Preparatory and Basic Upgrading	10,331	8.9%
General Studies	7,944	6.9%
Skill Training	4,003	3.5%
Apprenticeship Training	3,980	3.5%
Total FLE Enrollment	115,331	100.0%

Enrollment by Aggregate Subject Areas, 1998/99 (New)

Subject Area	Enrollment (FLEs)	Percent of Total
Arts and Science	32,497	28.2%
Engineering/Engineering Technologies	17,308	15.0%
Business and Related	14,945	12.9%
Preparatory and Basic Upgrading	10,375	19.0%
Education including Early Childhood	8,913	7.7%
Health Related such as Nursing	6,483	5.6%
Computing and Information Technology	4,600	4.0%
Social and Community Services, incl. Law	4,030	3.5%
Medicine and Dentistry, including Dental Technology	2,948	2.6%
Fine and Performing Arts	2,928	2.5%
Services and Hospitality	2,159	1.9%
Agriculture	2,050	1.8%
Unclassified and Other	6,095	5.3%
Total FLE Enrollment	115,331	100.0%

Source: Alberta Learning.

Note:

- Unclassified and Other in the Enrollment by Aggregate Subject Area table includes those whose subject area of study is unknown.
- See Endnote C, measure 1.12.

Enrollment In Selected Alternatives in the Public Education System

ANALYSIS

- Outreach programs and charter schools are relatively new choices in Alberta's public education system and are attracting students interested in these options.
- The enrollment increase in virtual programs, another fairly new choice, reflects advances in technology and growing interest in on-line learning.
- A total of 8,260 students were enrolled in home education in 1999/2000 when those supervised by private schools are included.
- The alternatives presented in the table represent only a small portion of the choices available to Alberta's students. Since 1995/96, students have been able to attend any public or separate school as long as space is available.
- In 1999/2000, 555,103 students attended public and separate schools, and 26,493 students attended private schools. Of these, 2,619 were enrolled in private ECS.
- The information on school and program choices enhances understanding of parent decision making in the basic learning system (see pages 14-15).

Enrollment in Selected Delivery Choices in Public Education

	1996/97	1997/98	1998/99	1999/2000
Outreach Programs				
• Number of Students	—	—	3,465	5,070
• Percent of Students	—	—	0.6	0.9
• Number of School Boards	—	—	29	39
Charter Schools				
• Number of Students	1,467	2,133	1,716	2,074
• Percent of Students	0.3	0.4	0.3	0.4
• Number of Charter Schools	8	11	9	10
Virtual Programs				
• Number of Students	595	1,701	3,623	4,041
• Percent of Students	0.1	0.3	0.7	0.7
• Number of School Boards	9	16	26	28
Home Education Programs				
• Number of Students	5,891	5,795	4,698	4,379
• Percent of Students	1.1	1.1	0.9	0.8
• Number of School Boards	60	59	57	57

Source: Alberta Learning.

Notes:

- The public education system includes public, separate and francophone school jurisdictions, and charter schools.
- Students also registered in a Home Education program are excluded from the Virtual Programs enrollments.
- See Endnote C, measure 1.13.

Perceptions on Access to Lifelong Learning

ANALYSIS:

- Perceptions of the accessibility of the learning system are generally positive.
- Learners (both high school students and adult learners) and parents have the highest results, while results for the public are somewhat lower.
- Agreement of adult learners increased between 1997/98 and 1999/2000.
- Information addresses access to learning, a key Ministry outcome.

Agreement of Learners, Parents and the Public on Albertans' Access to Learning Opportunities

	1995/96	1996/97	1997/98	1998/99	1999/00
"Learners Have Ease of Access to Lifelong Learning"					
Parents (re: all learners)	—	—	—	—	75%
High School Students (re: all learners)	—	—	—	—	85%
Public (re: all learners)	—	—	—	—	63%
"Most Adults are able to Access the Education or Training They Want"					
Adult Learners	—	—	63%	66%	75%
Public	72%	69%	64%	66%	71%

Source: Alberta Learning: Government Omnibus – 1996, 1997; Banister Research & Consulting, Inc. – 1998, 1999; Criterion Research Corp. – 2000.

Notes:
- Significant difference for adult learners: 1997/98 → 1999/2000. See technical note on significant differences in survey results over time, Endnote B.
- See Endnote A for information on Alberta Learning's surveys.
- See Endnote C, measure 1.14.

Post-Secondary Student Assistance

ANALYSIS:

- The average post-secondary assistance award, including loans, grants and bursaries, has increased each year, reflecting rising student tuition and living costs.
- In 1999/2000, the average combined cumulative federal and provincial student loan debt after provincial loan forgiveness for all client types was $12,065 for students in their final year of study.
- The minimum amount a student must borrow before qualifying for loan forgiveness is $10,000 for a two-year college program and $20,000 for a four-year university program.
- The information demonstrates the support provided to ensure that cost is not a barrier to participation in post-secondary programs, a key Ministry outcome.

Average Post-Secondary Student Assistance Award

	1997/98	1998/99	1999/2000
Average student assistance award	$6,383	$6,643	$7,082

Source: Alberta Learning.

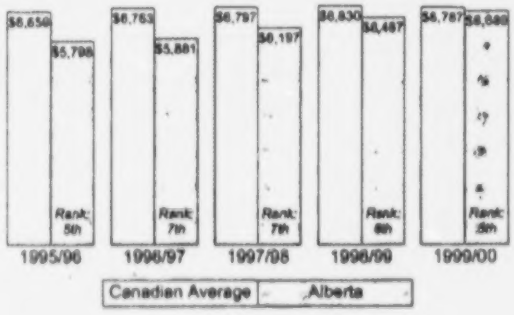
Note:
- See Endnote C, measure 1.15.

Per-Student Spending

ANALYSIS

- Spending per student (ECS-12) in Alberta increased 15% from 1995/96 to 1999/2000.
- The gap between spending per student in Alberta and the Canadian average has decreased from $861 in 1995/96 to $98 in 1999/2000.
- Alberta ranked 5th among provinces on spending per ECS-12 student in 1999/2000.

Average per Student Spending (ECS-12): Alberta and Canada



Source: Statistics Canada: *Education Quarterly Review*, Vol. 6/No.3 (2000); Vol. 5/No.3 (1999).

Note:
- See Endnote C, measure 1.16.

Property Tax Rates for Education

ANALYSIS

- The proportion of education funding paid through property taxes is decreasing. This lessens the impact of rising basic education costs on property owners.
- Government has been reducing mill rates on both residential and non-residential properties since assuming responsibility for the education property tax in 1994.
- The education property tax has provided about $1.3 billion each year in the past several years for use in public and separate schools.

Annual Provincial Equalized Education Property Tax Rates

Source: Alberta Learning.

Note:
- See Endnote C, measure 1.17.

Revenue Sources for Post-Secondary Institutions

ANALYSIS

- Although provincial grants represent a declining share of total revenue over the last four years, grants to public post-secondary institutions increased from $765 million in 1995/96 to $863 million in 1998/99.
- Tuition fee revenues have increased every year.
- The share of revenue generated through non-credit program activities and ancillary services have remained fairly constant.
- While the revenue share of federally funded sponsored research has slightly declined, total revenues from this source have increased from $81.8 million in 1995/96 to $88.1 million in 1998/99.
- Institutions have been successful in increasing other revenues both as a total share of revenue and in absolute dollars.
- This information provides an overall view of post-secondary revenues.

Total Institutional Revenues by Source

	1995/96	1996/97	1997/98	1998/99
Total Revenues ($ billions)	$1.61	$1.68	$1.81	$1.94
Provincial Grants	47.5%	46.1%	46.5%	44.5%
Tuition Fee Revenues	11.8%	13.1%	13.4%	14.1%
Non-Credit Revenues	4.1%	4.0%	4.3%	3.9%
Ancillary Services Revenues	8.1%	8.5%	8.0%	7.8%
Sponsored Federal Research Revenues	5.1%	4.8%	4.4%	4.5%
Other Revenues	23.4%	23.5%	23.4%	25.2%

Source: Alberta Learning.

Notes:

- Provincial Grants includes all provincial funding provided to post-secondary institutions, including that provided by other ministries, i.e. Infrastructure and Innovation and Science.
- See Endnote C, measure 1.18.

Institutional Cost Per Post-Secondary Learner

ANALYSIS

- Costs are comparable across the public system, whether a student attends university, college or a technical institute.
- Private university colleges have smaller class sizes, which contributes to higher per-learner costs.
- This information provides a perspective on post-secondary spending.

Average Institutional Cost per FLE Learner – Post-Secondary Credit Programs

Sector	1995/96	1996/97	1997/98	1998/99
Universities	$ 7,474	$ 7,257	$ 7,702	—
Public Colleges	$ 8,176	$ 8,195	$ 8,516	$ 9,020
Technical Institutes	$ 8,332	$ 8,063	$ 8,746	$ 9,046
Private University Colleges	$10,016	$10,882	$11,164	$10,583

Source: Alberta Learning.

Notes:

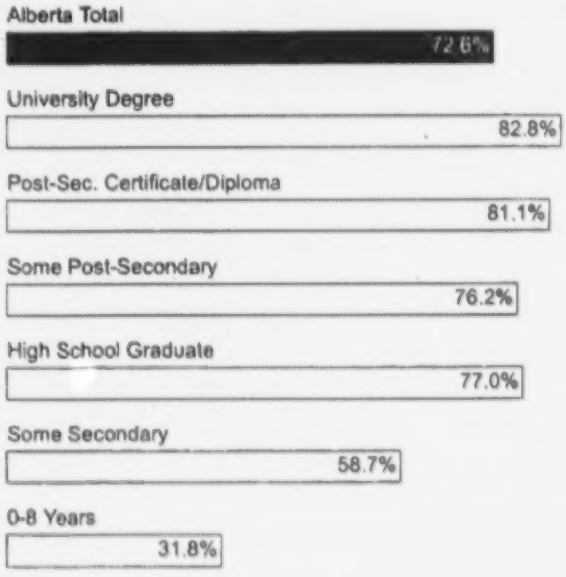
- The four vocational colleges became board-governed institutions in 1997/98. Public college information has been updated to include the former vocational colleges.
- Universities information excludes research.
- For 1998/99, information for universities was not available at the time of publication, public colleges information does not include Alberta College of Art and Design, Grant MacEwan College, Medicine Hat College and Olds College, and private university colleges does not include Canadian University College.
- See Endnote C, measure 1.19.

Relationship Among Education Level, Labour Force Participation and Unemployment

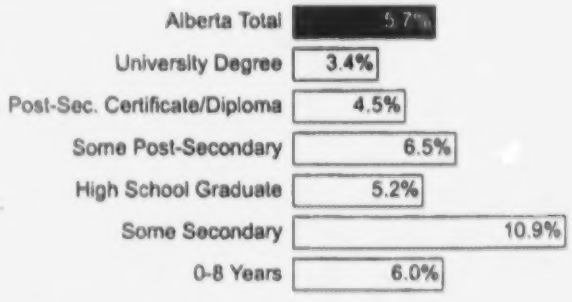
ANALYSIS

- There is a strong relationship between educational attainment and labour market success, which is consistent over time.
- Overall, the high labour force participation rates, coupled with low unemployment rates, indicate that most Albertans are in the labour market and are successful in finding and maintaining employment.
- Albertans with university degrees and post-secondary diplomas experience the greatest labour market success. Unemployment rates for these two groups continue to be low, reflecting employer demand for a well-educated workforce.
- Albertans with lower levels of education are less likely to participate in the labour force and have higher unemployment rates. Some of these individuals are still in school.
- Results demonstrate that the learning system meets the needs of society and the economy, a key Ministry outcome.

Labour Force Participation Rates of Albertans by Educational Attainment, 1999



Unemployment Rate of Albertans by Educational Attainment, 1999



Source: Statistics Canada, Labour Force Survey, 1999.
Note:
• See Endnote C, measure 1.20.

Goal 2 – Excellence in Learner Achievement

OUTCOMES

Learners demonstrate high standards across a full range of areas (optimizing full potential).

Learners complete programs.

There are four Ministry core measures and six targets for the goal of Excellence in Learner Achievement. **Overall, one target was met, results improved in one core measure and remained the same in the rest.** The following are the 1999/2000 performance highlights.

✔	Met or exceeded target
=	No change
↑	Improved performance
↓	Performance decline

PERFORMANCE HIGHLIGHTS

= **Quality of Teaching** – A high percentage of parents and students continue to agree that teachers help students achieve learning expectations and high standards. Parent and student agreement has remained constant in recent years, with results of 80% and 92% respectively in 1999/2000.

↑ **Grades 3, 6, 9 Achievement Tests, Acceptable Standard** – An increased proportion of students (over 84%) achieved the acceptable standard, just below the target of 85%. The acceptable standard was achieved or nearly achieved in seven of ten tests, including all tests in grades 3 and 6.

✔ **Grades 3, 6, 9 Achievement Tests, Standard of Excellence** – An increased proportion of students (almost 20%) achieved the standard of excellence, exceeding the target of 15%. The target was met or exceeded in nine of ten tests.

= **Grade 12 Diploma Exams** – Overall, students continue to achieve standards in the same number of diploma examinations.

National Science Test Results – Alberta students performed better than national expectations and better than the Canadian average. These results provide a broader context for understanding student results on provincial achievement tests and diploma exams in the sciences.

= **High School Completion** – High school completion has remained constant in recent years at 70%. Completion within 4 years of entering grade 9 has increased from 58% to 64% since 1994/95.

OPPORTUNITIES FOR IMPROVEMENT

- **Grade 9 Achievement Tests** – The percentage of students achieving the acceptable standard is below the target of 85% in 3 of 4 grade 9 subjects. While results have improved since last year, particular emphasis is needed to enable more students to achieve the acceptable standard.

- **Diploma Examinations** – Student results are below expectations in all subjects except English 30 and 33. Results in Mathematics 30 and 33 remain well below expecations; particular emphasis is needed to improve high school student achievement in mathematics.

- **High School Completion** – The percentage of students completing high school is below our target of 75%.

Quality of Teaching

TARGET:

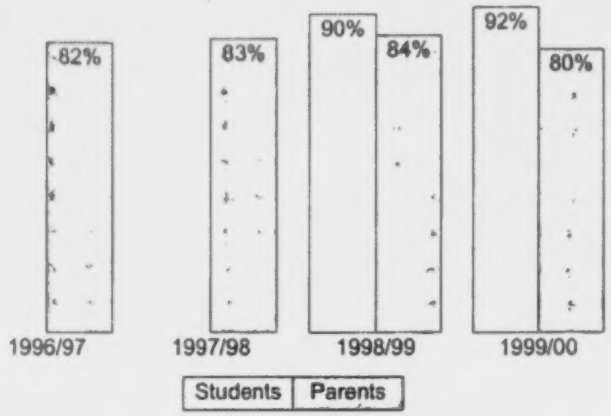
- No target for 1999/2000.

ANALYSIS:

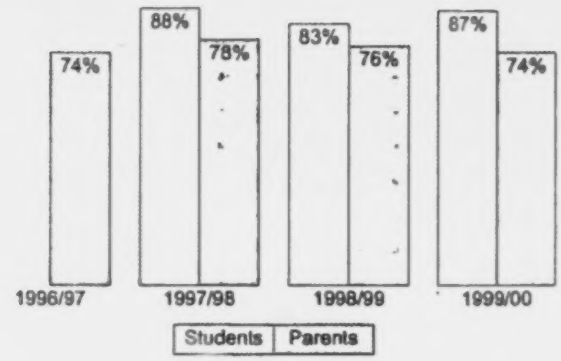
- A large majority of parents and high school students agree that teachers help students achieve learning expectations and high standards.
- Parent and student perceptions have remained stable over the past several years.

Percentage of High School Students and Parents (ECS-12 students) who Agree that Teachers Help Students Achieve Learning Expectations and High Standards

Learning Expectations



High Standards



Source: Alberta Learning: Environics West – 1995, 1996, 1997; The Advisory Group – 1998, 1999; Criterion Research Corp. – 2000.

Notes:

- See Endnote A for information on Alberta Learning's surveys.
- See Endnote C, measure 2.1.

Achievement Test Results

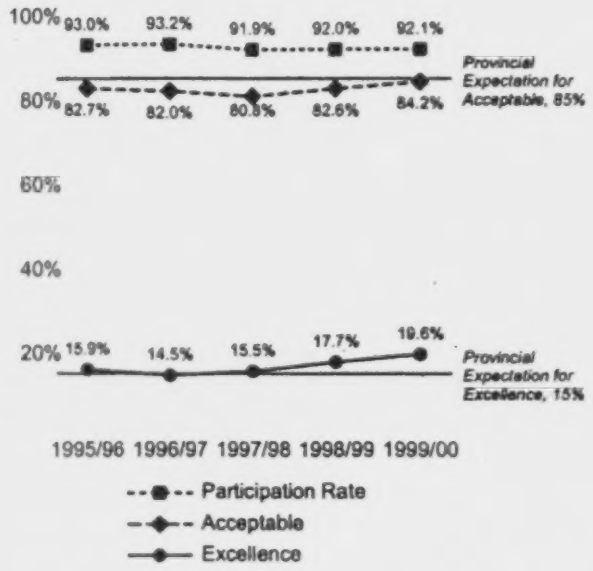
TARGET:

- Target for the acceptable standard was nearly met overall, with more than 84% of students achieving the acceptable standard.
- Target was exceeded for the standard of excellence.

ANALYSIS:

- There was a marked improvement in student achievement in both the 1998/99 and 1999/2000 school years.
- Overall participation is holding constant.
- The apparent dip in performance in 1997/98 is the result of including grade 3, 6 and 9 mathematics. In that school year, new standards were set for the mathematics tests to reflect the revised Alberta Program of Studies and results for mathematics are not included for the earlier years as they are not comparable.
- Consistent with previous annual reports and with the core measures in the Ministry's 2000/01-2002/03 business plan, these achievement test results are reported on the basis of students writing.

Provincial Combined (All Grades and Subjects) Participation Rates and Percentage of Students Who Wrote Meeting Standards on Achievement Tests



Source: Alberta Learning.

Notes:

- The percentage of students achieving the acceptable standard includes the students achieving the standard of excellence.
- See next page for results for each subject.
- See Endnote C, measure 2.2 for achievement test information reported on the basis of enrollment in grades 3,6 and 9 (the core measure in the Ministry's restated business plan, 1999-2002).

Achievement Test Results (continued)

TARGET:

- In the 1999/2000 school year, students met or exceeded the standard of excellence in all subjects except grade 9 Science.
- Students met or were close to meeting the acceptable standard in seven of ten tests, an increase over 1998/99.

ANALYSIS:

- Student performance at the acceptable level improved in all ten tests in 1999/2000. .
- There were marked improvements in the performance of students in all language arts tests, due in part to a large improvement in student writing.
- There has been a substantial improvement in grade 3 mathematics and grade 6 science over the reporting period.
- Grade 9 mathematics results improved but remain well below the acceptable standard.
- The percentage of students who achieve the acceptable standard in the grade 9 language arts and mathematics achievement tests are reported annually by the provincial government as indicators of literacy and numeracy, as adult literacy surveys are not conducted regularly. Students who achieve the acceptable standard have developed the foundation skills needed to become literate and numerate adults.
- Consistent with previous annual reports and with the core measures in the Ministry's 2000/01-2002/03 business plan, these achievement test results are reported on the basis of students writing.

Percentages of Students in Grades 3, 6 and 9 Who Wrote and Achieved the Standards on Provincial Achievement Tests

Subject	Standard	1995/ 1996	1996/ 1997	1997/ 1998	1998/ 1999	1999/ 2000
Grade 3						
Language Arts	excellence	20%	14%	15%	16%	19%
	acceptable	86%	87%	86%	89%	91%
Mathematics	excellence	—	—	21%	25%	28%
	acceptable	—	—	81%	85%	88%
Grade 6						
Language Arts	excellence	15%	15%	14%	17%	21%
	acceptable	84%	84%	84%	84%	86%
Mathematics	excellence	—	—	17%	17%	18%
	acceptable	—	—	82%	83%	84%
Science	excellence	—	14%	18%	24%	27%
	acceptable	—	77%	80%	84%	85%
Social Studies	excellence	16%	17%	17%	17%	21%
	acceptable	78%	78%	78%	82%	84%
Grade 9						
Language Arts	excellence	11%	11%	11%	12%	15%
(literacy)	acceptable	88%	87%	87%	88%	90%
Mathematics	excellence	—	—	14%	15%	16%
(numeracy)	acceptable	—	—	72%	72%	74%
Science	excellence	18%	15%	13%	15%	14%
	acceptable	81%	78%	79%	78%	79%
Social Studies	excellence	15%	15%	14%	18%	18%
	acceptable	79%	82%	79%	80%	81%

Source: Alberta Learning.

Notes:

- The percentage of students achieving the acceptable standard includes the students achieving the standard of excellence.
- Results for 1995/96 to 1998/99 differ slightly from those reported in former Alberta Education's Annual Report for 1998/99 as students writing in French are included (except for French Language Arts).
- In 1998, new standards were set for the mathematics tests to reflect the revised Alberta Program of Studies for K-9 Mathematics. Consequently, results from prior years are no longer comparable.
- The new Grade 6 Science curriculum was optional in 1995/1996 and fully implemented in 1996/1997.
- See Endnote C, measure 2.2 for achievement test information reported on the basis of enrollment in grades 3,6 and 9 (the core measure in the Ministry's restated business plan, 1999-2002).

Diploma Examination Results

TARGET:

- 85% of students writing are expected to achieve the acceptable standard and 15% are expected to achieve the standard of excellence.
- The standard of excellence was met or exceeded in seven of ten diploma exams.
- The acceptable standard was met or nearly met in four exams.

ANALYSIS:

- Students continue to exceed the acceptable standard in both English 30 and 33, and they exceeded the standard of excellence in English 30 in the 1999/2000 school year.
- While acceptable results in both Mathematics 30 and 33 remain below expectations, students continue to exceed the standard of excellence in Math 30 and achieved the standard of excellence in Math 33 in 1999/2000.
- There has been a shift in diploma exam courses students choose to take. A lower percentage are completing Social Studies 30 and Biology 30, while a larger percentage are completing Social Studies 33 and Science 30.
- Completion of a 30-level course in both English and Social Studies is required for high school graduation. In 1999/2000, 84% of students in their third year completed English 30 or 33 and 83% completed Social Studies 30 or 33.

Percentages of Students Writing Diploma Examinations who Achieved Standards

Course	Standard	1995/ 1996	1996/ 1997	1997/ 1998	1998/ 1999	1999/ 2000
English 30	excellence	16%	14%	14%	13%	16%
	acceptable	92%	88%	88%	86%	89%
English 33	excellence	7%	7%	8%	9%	8%
	acceptable	86%	86%	88%	86%	88%
Social Studies 30	excellence	18%	16%	17%	18%	16%
	acceptable	84%	84%	84%	85%	84%
Social Studies 33	excellence	8%	7%	9%	11%	13%
	acceptable	83%	81%	84%	83%	81%
Mathematics 30	excellence	19%	19%	23%	24%	20%
	acceptable	79%	75%	82%	82%	75%
Mathematics 33	excellence	19%	18%	12%	12%	15%
	acceptable	79%	81%	73%	73%	78%
Biology 30	excellence	18%	25%	25%	26%	23%
	acceptable	77%	82%	81%	83%	81%
Chemistry 30	excellence	18%	18%	20%	19%	24%
	acceptable	81%	79%	86%	82%	84%
Physics 30	excellence	26%	23%	30%	32%	28%
	acceptable	80%	80%	86%	87%	83%
Science 30	excellence	10%	10%	11%	17%	11%
	acceptable	79%	81%	83%	88%	78%

Source: Alberta Learning.

Note:

- The percentage of students achieving the acceptable standard includes the students achieving the standard of excellence.
- January, June and August exam results are reported for each school year in all subjects. November and April exam results are included starting in 1996/97.

Percentages of Students Completing Diploma Examination Courses in Their Third Year of High School

Subject	1995/96	1996/97	1997/98	1998/99	1999/2000
English 30	57%	55%	54%	55%	55%
English 33	28%	29%	29%	29%	29%
Social Studies 30	53%	51%	49%	49%	48%
Social Studies 33	31%	33%	33%	34%	35%
Mathematics 30	44%	43%	42%	42%	42%
Mathematics 33	26%	27%	27%	26%	26%
Biology 30	43%	42%	40%	38%	38%
Chemistry 30	39%	38%	36%	37%	36%
Physics 30	21%	21%	22%	22%	22%
Science 30	3%	3%	3%	5%	6%

Source: Alberta Learning.

Notes:

- Students can choose among courses to complete high school and meet post-secondary entry requirements, only part of the grade 12 class writes each diploma exam.
- In 1999/2000 a change was made to the calculation of participation; previous years' data have been adjusted to be comparable.
- See Endnote C, measure 2.3.

High School Completion

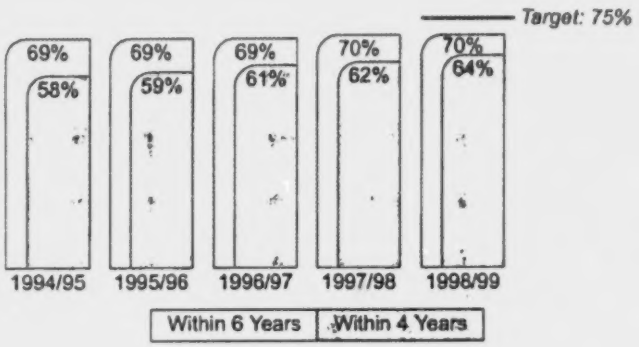
TARGET:

- Target of 75% was not met.

ANALYSIS:

- High school completion has remained constant in recent years.
- Completion within 4 years of entering grade 9 has increased since 1994/95.
- Recent changes to high school funding and school board restructuring of high school programs may be factors in the increase in on-time completions.
- High school completion rates may be influenced by factors external to the school system, such as employment opportunities for youth.

High School Completion Within 4 and 6 Years of Entering Grade 9



Source: Alberta Learning.
Note:
- The four-year completion rate for 1998/99 is preliminary.
- See Endnote C, measure 2.4.

Learning Standards for Basic Education

ANALYSIS:

- The majority of parents and nearly half of the public felt that learning expectations were "about right" in 1999/2000, close to the results in previous years.
- While only small percentages of parents and the public felt that learning expectations were too high, these percentages increased from 1995/96 to 1999/2000 for both groups.
- Correspondingly, the percentages of both parents and the public who felt learning expectations were too low decreased from 1995/96 to 1999/2000.
- Results provide additional information on perceptions of the quality of basic education (see page 11).

Parent and Public Satisfaction that ECS-12 Learning Standards are High Enough

	1995/96	1996/97	1997/98	1998/99	1999/2000
Parents					
Too High	7%	8%	12%	13%	13%
About Right	60%	59%	60%	61%	58%
Too Low	30%	31%	25%	24%	27%
Don't Know	2%	2%	3%	2%	3%
Public					
Too High	8%	10%	8%	9%	12%
About Right	46%	43%	46%	47%	44%
Too Low	43%	43%	40%	39%	38%
Don't Know	3%	3%	7%	6%	6%

Source: Alberta Learning: Environics West – 1996, 1997; The Advisory Group – 1998,1999; Criterion Research Corp. – 2000.

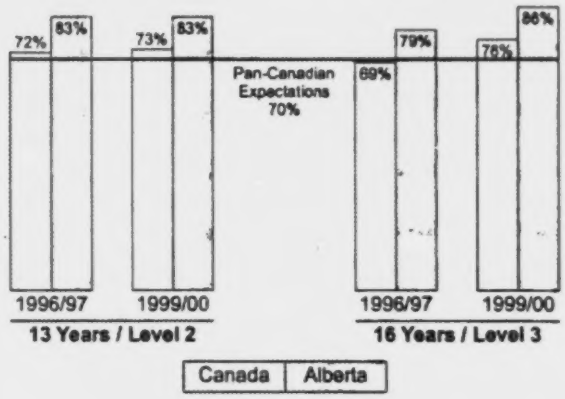
Notes:
- Percentages may not add to 100 due to rounding.
- Significant difference in results for "too high" and for "too low" for both parents and the public: 1995/96 → 1999/2000. See technical note on significant differences in survey results over time, Endnote B.
- See Endnote A for information on Alberta Learning's surveys.
- See Endnote C, measure 2.5.

National Science Test Results

ANALYSIS:

- The results for Alberta students are at or above national expectations in science.
- Alberta students continue to perform better than Canadian students at all levels.
- This information reinforces provincial results on achievement tests and diploma exams in sciences (see pages 26-28).

School Achievement Indicators Program: Science



Source: Council of Ministers of Education, Canada – 1996, 2000.

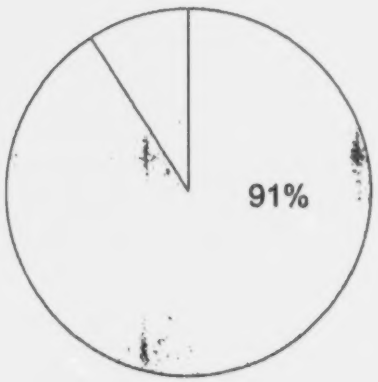
Notes:
- Results are reported in relation to five levels of achievement. Level 2 is the standard for age 13 students and level 3 is the standard for age 16.
- See Endnote C, measure 2.6.

Provincial Apprenticeship Exam Results

ANALYSIS:

- Among the 1998/99 apprentices, a large majority successfully passed their final period industry exams.
- Passing the final period exam is one of the last requirements of apprentices before they receive certified journeymen status, which recognizes them for having the skills and competencies in their trade.
- These results provide additional information on learner achievement.

The Percentage of Apprentices Who Passed Their Final Period Apprenticeship Industry Exams, 1998/99 (New)



Source: Alberta Learning.

Notes:

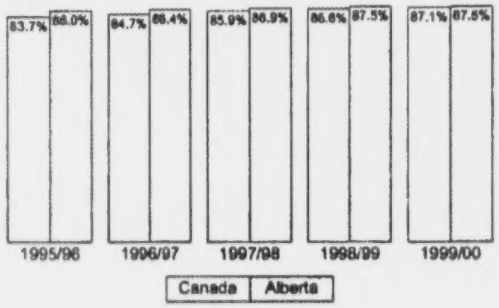
- In order to pass, a grade of 70% or more is required in the provincial apprenticeship examination. Results also include those who received credit (achieved at least 68% on the exam and met other program expectations) as well as those who wrote and passed a supplemental exam.
- See Endnote C, measure 2.7.

National Comparisons: High School and Post-Secondary Completion

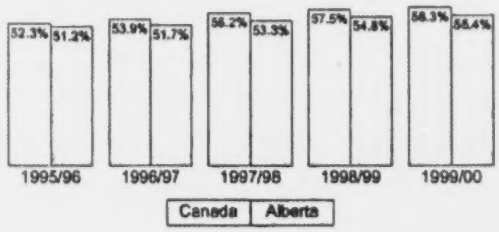
ANALYSIS:

- High school and post-secondary completion rates have climbed in recent years. This in part reflects an overall increase in knowledge and skill requirements in the labour market.
- Alberta ranks slightly above the national average for high school completion.
- Post-secondary completion rates, while they have increased each year, are below the national average.
- In a strong economy such as Alberta's, readily available employment opportunities may lead some individuals to postpone their decision to pursue further learning.
- Results provide additional information on high school completion (see page 29).

Percentage of Albertans age 25-34 who have completed High School (New)



Percentage of Albertans age 25-34 who have completed Post-Secondary Programs (New)



Source: Statistics Canada, Labour Force Survey,1999, special tabulation for Alberta Learning.

Note:

- See Endnote C, measure 2.8.

Goal 3 - Well prepared learners for lifelong learning, the world of work and citizenship

OUTCOMES

Learners are well prepared for lifelong learning:
- Children start school ready to learn.
- Learners have the ability to learn continuously: in school, at work and in society.
- Learners' achievement is recognized.

Learners are well prepared for work:
- Learners are successful in finding/maintaining work.
- Employers are satisfied with knowledge, skills and attitudes of employees.

Learners are well prepared for citizenship:
- Learners have the knowledge, skills and attitudes to become contributing members of society.
- Learners have an awareness of the increasing global interdependency.

✔ Met or exceeded target
= No change
↑ Improved performance
↓ Performance decline

There are four Ministry core measures to assess progress in preparing learners for Lifelong Learning, Work and Citizenship. **Overall, one target was met while two others showed no significant change in performance.** There was no new information on one core measure. The following are the 1999/2000 performance highlights for this goal.

PERFORMANCE HIGHLIGHTS

= **Employment Status** – A large majority (81%) of post-secondary graduates are employed, with most employed in jobs related to their education. The proportion of apprenticeship graduates who are employed continues to be very high (94%).

= **Skills of Post-Secondary Graduates** – Employer satisfaction with the academic or technical skills acquired by employees through post-secondary education has remained constant, with results of 84% for degree programs and 89% for diploma programs in 1999/2000. Among employers of apprentices, an increased proportion (97%) were satisfied with the skills of their certified journeymen employees.

✔ **Quality of Adult Learning Programs** – Satisfaction of adult learners with their education or training in the past 12 months remains high, with results of 91% in 1999/2000.

= **Programs for Students, ECS-12** – Public satisfaction with the focus of the ECS-12 curriculum remains unchanged, with results of 61% in 1999/2000.

OPPORTUNITIES FOR IMPROVEMENT

- **Programs for Students, ECS-12** – Parent satisfaction with the focus of the ECS-12 curriculum has decreased from 83% in 1995/96 to 77% in 1999/2000. Sampling variation may account for this decline.

Employment and Labour Force Participation of Post-Secondary Graduates

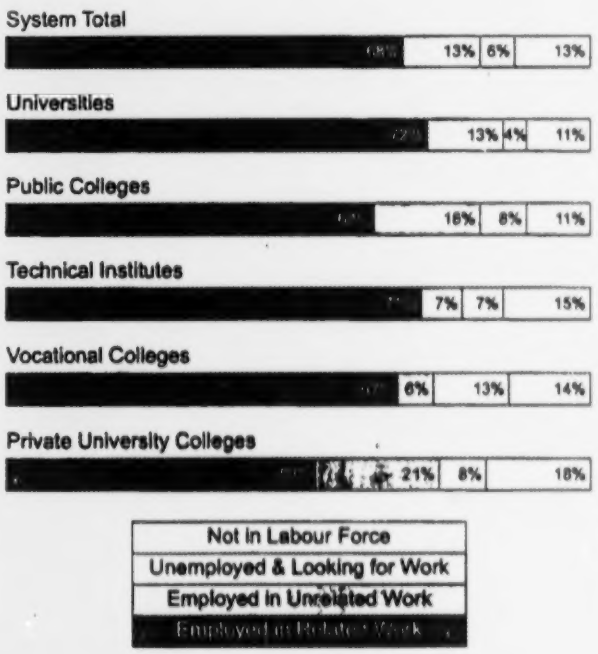
TARGET:

- Target to improve or maintain not applicable in 1999/2000 as no new information was available.

ANALYSIS:

- A large majority of graduates (87%) are in the labour force. Most (81%) are employed.
- Most employed graduates report employment related to their training.
- Employment of graduates is an indicator of how well post-secondary programming is responding to the needs of Albertans and the economy, a key system outcome.
- Some graduates are not in the labour force because they are pursuing further studies or for personal reasons (e.g. family, health).

Employment Status of Post-Secondary Graduates



Source: Alberta Learning.

Notes:

- 1994/95 university graduates were surveyed two years later.
- 1996/97 graduates of public colleges, technical institutes and vocational colleges were surveyed within one year.
- 1995/96 graduates of private university colleges were surveyed within one year.
- There was no new information on this measure in 1999/2000. Historic data have been updated to include Augustana University College in the private university colleges information.
- See Endnote C, measure 3.1.

Skills of Post-Secondary Graduates

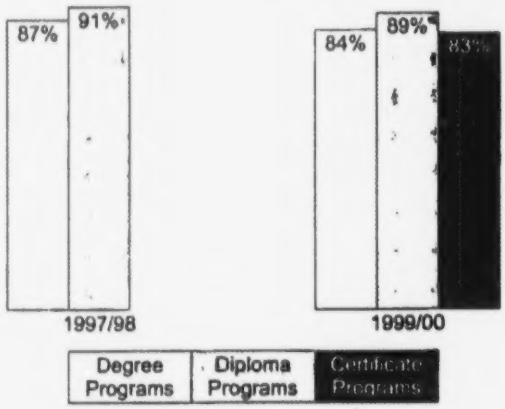
TARGET:

- Target for 1999/2000 – to maintain or improve overall – not applicable as there was a change in methodology.

ANALYSIS:

- A large majority of employers are satisfied with the skills of their employees.
- Satisfaction with graduates of degree and diploma programs has remained stable from 1997/98 to 1999/2000.

Employer Satisfaction with Skills of Recent Alberta Post-Secondary Graduates



Source: Alberta Learning; Banister Research & Consulting Inc. – 1998; Malatest & Associates – 1999.

Notes:
- See Endnote A for information on Alberta Learning's surveys.
- See Endnote C, measure 3.2.

Quality of Adult Learning Programs

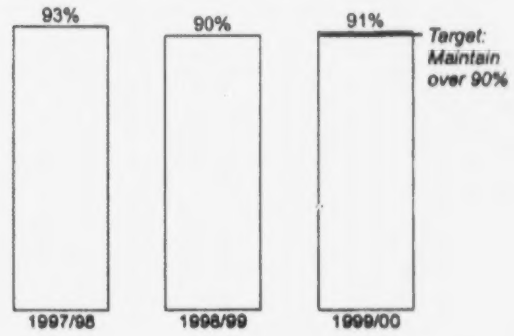
TARGET:

- Results remain above the target of 90%.

ANALYSIS:

- A very high percentage of adult learners continue to be satisifed with their education or training.

Overall Satisfaction of Adult Learners with Quality of Education or Training Taken in Last 12 Months



Source: Alberta Learning; Banister Research & Consulting Inc. – 1998, 1999; Criterion Research Corp. – 2000.

Notes:
- See Endnote A for information on Alberta Learning's surveys.
- See Endnote C, measure 3.3.

Programs for Students, ECS-12

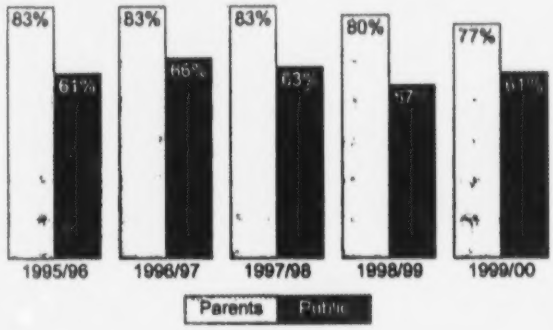
TARGET:

No target was set for 1999/2000.

ANALYSIS:

- Parent agreement that students are learning what they need to know fell from 1995/96 to 1999/2000. Sampling variation may account for this change.
- Public agreement is unchanged from 1995/96 to 1999/2000, although there has been some fluctuation in the intervening years.
- Parents and the public were asked for the first time in 1999/2000 about whether or not students are learning what they need to learn in specific subject areas.
- While results were much higher for parents than for the public, both groups' agreement levels were highest for science and lowest for technology skills and writing.

Parent and Public Satisfaction that Students are Learning What They Need to Know Overall

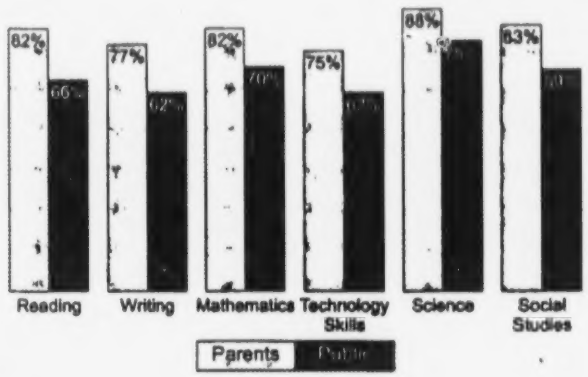


Source: Alberta Learning: Environics West – 1996, 1997, The Advisory Group – 1998, 1999; Criterion Research Corp. – 2000.

Note:

- Statistically significant change in parent satisfaction: 1995/96 → 1999/2000. See technical note on significant differences in survey results over time, Endnote B.

Parent and Public Satisfaction that Students are Learning What They Need to Learn in Selected Areas – 1999/2000



Source: Alberta Learning: Criterion Research Corp. – 2000.

Notes:

- See Endnote A for information on Alberta Learning's surveys.
- See Endnote C, measure 3.4.

Students' Computer Skills

ANALYSIS

- The percentage of parents who agree that school helps their child improve their computer skills has risen since 1997/98.
- High school students' perceptions have remained essentially the same since 1995/96.
- Results provide additional information on perceptions that students are learning what they need to know (see page 36).

Percentage of Parents and Students who Report that School Helps Improve Students' Computing Skills

	1995/96	1996/97	1997/98	1998/99	1999/2000
Parents	—	—	67%	80%	79%
High School Students	65%	62%	64%	70%	69%

Source: Alberta Learning: Environics West – 1996, 1997; The Advisory Group – 1998, 1999; Criterion Research Corp. – 2000.

Notes:
- Significant difference in parent results: 1998 → 2000. See technical note on significant differences in survey results over time, Endnote B.
- See Endnote A for information on Alberta Learning's surveys.
- See Endnote C, measure 3.5.

Preparation of High School Students for Post-Secondary Programs

ANALYSIS

- High school students' agreement remains high.
- Parents of ECS-12 students and the public have much lower agreement levels.
- Parent and public results declined from 1995/96 to 1999/2000.
- Results provide additional information on perceptions that students are learning what they need (see page 36).

Percentages of High School Students, Parents (ECS-12) and the Public who Agree Alberta High School Graduates are Prepared to Enter Post-Secondary Programs

	1995/96	1996/97	1997/98	1998/99	1999/2000
Students	92%	88%	84%	86%	88%
Parents	70%	53%	49%	52%	49%
Public	68%	52%	52%	52%	55%

Source: Alberta Learning: Environics West – 1996, 1997; The Advisory Group – 1998, 1999; Criterion Research Corp. – 2000.

Notes:
- Significant difference in parent and public results: 1995/96 → 1999/2000. See technical note on significant differences in survey results over time, Endnote B.
- See Endnote A for information on Alberta Learning's surveys.
- See Endnote C, measure 3.6.

Preparation of Adult Learners for Lifelong Learning

ANALYSIS

- Three-quarters of the public agreed that adult learners have the skills and knowledge for lifelong learning.
- Agreement was higher among adult learners than the public.
- Results provide additional information on the quality of adult learning (see page 35).

Percentages of Adult Learners and the Public who Agree Adult Learners Have the Skills and Knowledge for Lifelong Learning

	Public	Adult Learners
1999/2000	74%	81%

Source: Alberta Learning; Criterion Research Corp. – 2000.
Notes:
- See Endnote A for information on Alberta Learning's surveys.
- See Endnote C, measure 3.7.

Scholarships for Post-Secondary Students

ANALYSIS

- The number of scholarships provided by the province has increased each year, for an overall increase of 9.5% since 1997/98.
- The value of scholarships awarded also has increased each year, rising 55.2% (almost $6.6 million) from 1997/98 to 1999/2000.
- Results demonstrate that government has increased financial support to reward and encourage academic excellence through scholarships.

Alberta Heritage Scholarships Awarded to Post-Secondary Students

	1997/98	1998/99	1999/2000
Total Number of Alberta Heritage Scholarships Awarded	9,758	10,174	10,621
Total Scholarship Dollars Awarded	$12,470,932	$13,078,989	$18,994,406

Source: Alberta Learning.
Note:
- 1999/2000 information includes the Jimmie Condon Athletic Scholarship which was supported by Lotteries; funding for these scholarships was provided through the Alberta Heritage Scholarship in the previous years.
- See Endnote C, measure 3.8.

Work-Related High School Courses

ANALYSIS

- The increase in the number of high school students taking work experience and RAP courses is greater than enrollment growth.
- Results suggest that youth are increasingly aware of the need to develop employability skills, a key outcome of the system.

Enrollment and Credits Awarded in Work Experience and RAP

	1996/97	1997/98	1998/99	1999/2000
Work Experience				
Number of students	10,787	11,599	12,188	12,608
Credits awarded	68,453	75,353	84,432	89,188
RAP				
Number of students	150	241	524	666
Credits awarded	2,865	4,725	10,185	14,040

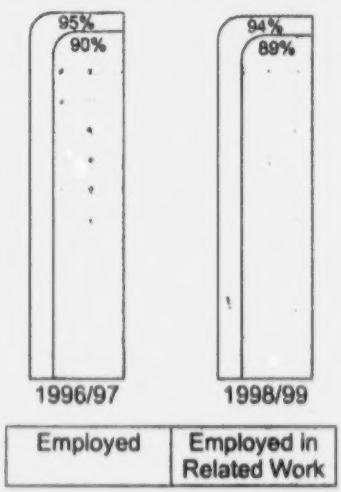
Source: Alberta Learning.
Note:
- See Endnote C, measure 3.9.

Participation of Graduate Journeymen in the Workforce

ANALYSIS

- Apprentices are employed while in training and are able to maintain a very high level of employment after they become certified journeymen.
- The proportion of graduates holding jobs related to their training two years after graduation remains consistently high.
- Results indicate the apprenticeship and industry training system is operating effectively in preparing skilled trades people for industry needs.
- Results supply further information on employment rates of Alberta post-secondary graduates (see page 34).

Employment Rates of Graduate Journeymen



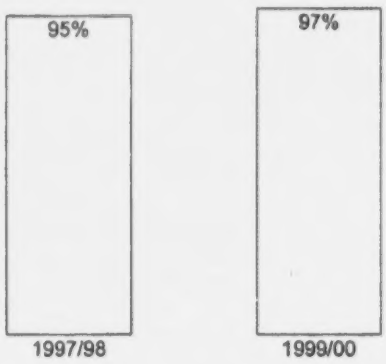
Sources: Alberta Learning; Applied Management Consulting Ltd. – 1998; Nichols Applied Management – 1999.
Notes:
- Percentage of graduates employed is based on those participating in the labour force (that is, they were employed or seeking work).
- Related Employment for 1998/99 has been recalculated to be consistent with the methodology used in 1996/97.
- See Endnote A for information on Alberta Learning's surveys.
- See Endnote C, measure 3.10.

Employer Satisfaction with Journeymen

ANALYSIS:

- Virtually all employers involved in the Alberta apprenticeship and industry training system continue to be satisfied with the skills that their journeymen employees acquired through the system.
- These satisfaction levels indicate the apprenticeship and industry training system responds well to industry needs for skilled tradesmen.
- Results provide additional information on employer satisfaction with the skills of their employees, an important Ministry outcome (see page 35).

Employer Satisfaction with the Skills of Certified Journeymen



Source: Alberta Learning: Nichols Applied Management – 1998, 2000.

Notes:
- Significant difference: 1997/98 → 1999/2000. See technical note on significant differences in survey results over time, Endnote B.
- See Endnote A for information on Alberta Learning's surveys.
- See Endnote C, measure 3.11.

Employer Satisfaction with Post-Secondary Programs

ANALYSIS:

- Employer satisfaction with the supply of graduates is high and has increased since 1997/98.
- Employer satisfaction with graduates' knowledge and skills remains high.
- Employer satisfaction with general attributes of graduates also is high, although results have declined since 1997/98.
- Results provide further information on employer satisfaction a key Ministry outcome.

Employer Satisfaction with Recent Alberta Post-Secondary Graduates

	Degree Graduates		Diploma Graduates		Certificate Graduates	
	1997/98	1999/00	1997/98	1999/00	1997/98	1999/00
Employer satisfaction That the learning system responds to their needs by:						
- providing an adequate supply of graduates	76%	78%	73%	78%	—	72%
- providing appropriate skills and knowledge to graduates	80%	78%	81%	82%	—	75%
With non-subject specific attributes:	91%	86%	87%	81%	—	78%

Sources: Alberta Learning: Banister Research & Consulting Inc. – 1998; R.A. Malatest & Associates – 1999.

Notes:
- Significant difference in satisfaction with adequate supply of diploma graduates: 1997/98 → 1999/2000.
- Significant difference in employer satisfaction with both degree and diploma graduates: 1997/98 → 1999/2000. See technical note on significant differences in survey results over time, Endnote B.
- Non-subject specific attributes are comprised of responses to 8 items averaged.
- See Endnote A for information on Alberta Learning's surveys.
- See Endnote C, measure 3.12.

Student Results on Social Studies Assessments

ANALYSIS

- Results indicate that students are being prepared for citizenship, an important outcome of basic education.
- In 1999/2000, student results exceeded the standard of excellence in three of four provincial social studies assessments, while the acceptable standard was nearly achieved on two of the tests.
- Student performance in social studies improved in both grades 6 and 9.
- In 1999/2000, 83% of students completed either social studies 30 or 33 in their third year of high school.

Percentages of Students in Grades 6 and 9 who Wrote and Achieved the Standards on Provincial Social Studies Achievement Tests (New)

Subject	Standard	1995/ 1996	1996/ 1997	1997/ 1998	1998/ 1999	1999/ 2000	Expectation
Grade 6							
Social Studies	excellence	16%	17%	17%	17%	21%	15%
	acceptable	78%	78%	78%	82%	84%	85%
Grade 9							
Social Studies	excellence	15%	15%	14%	18%	18%	15%
	acceptable	79%	82%	79%	81%	80%	85%

Source: Alberta Learning.

Note:

- The percentage of students achieving the acceptable standard includes the students achieving the standard of excellence.

Percentages of Students Writing Grade 12 Diploma Examinations in Social Studies who Achieved the Standards on the Exams

Subject	Standard	1995/ 1996	1996/ 1997	1997/ 1998	1998/ 1999	1999/ 2000	Expectation
Social Studies 30	excellence	18%	16%	17%	18%	16%	15%
	acceptable	84%	84%	84%	85%	84%	85%
Social Studies 33	excellence	8%	7%	9%	11%	13%	15%
	acceptable	83%	81%	84%	83%	81%	85%

Source: Alberta Learning.

Notes:

- The percentage of students achieving the acceptable standard includes the students achieving the standard of excellence.
- January, June and August exam results are included for each school year in all courses, and November and April exam results are included starting in 1996/97.
- See Endnote C, measure 3.13.

Selected Optional High School Courses

ANALYSIS

- Career and Technology Studies (CTS) replaced Practical Arts in September 1997. The courses were available for use in schools in the 1996/97 school year.
- Results indicate students are developing knowledge and skills in a range of areas, an important outcome for the system.

Credits Awarded to Students in High School Fine Arts, CTS and Optional Physical Education Courses (New)

	1995/96	1996/97	1997/98	1998/99
Fine Arts:				
Number of students	32,101	33,683	35,165	36,344
Credits awarded	190,693	201,400	212,820	225,277
CTS:				
Number of students	—	86,391	91,014	97,269
Credits awarded	—	669,224	688,989	712,768
Physical Education:				
Number of students	18,239	19,367	19,623	21,259
Credits awarded	86,366	92,774	94,003	101,130

Source: Alberta Learning.

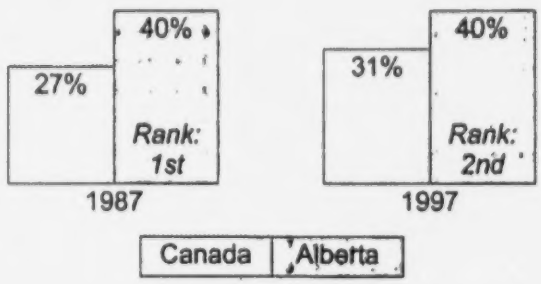
Notes:
- Physical Education reports only on enrollment in Physical Education 20 and Physical Education 30. Physical Education 10, a graduation requirement, is excluded.
- See Endnote C, measure 3.14.

Albertans' Volunteer Rates

ANALYSIS

- Alberta's volunteer participation rate in 1997 was higher compared to the rest of Canada.
- Alberta's volunteer rate in 1997 was unchanged from a decade earlier, while the Canadian average has increased.
- Results demonstrate Albertans' relatively high level of involvement in their communities, an important aspect of citizenship.

Volunteer Participation Rates: Alberta and Canada, 1987 & 1997 (New)



Sources: Statistics Canada: Household Surveys Division – 1987; Canadian Heritage, Health Canada, Human Resources Development Canada, Statistics Canada, Volunteer Canada, Canadian Centre for Philanthropy – 1997.

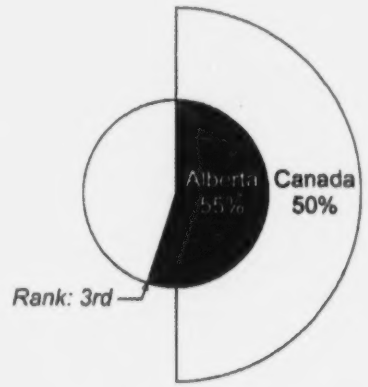
Notes:
- Volunteer rates are the proportion of the total population age 15 and over who reported in surveys that they volunteered their time to groups and organizations.
- See Endnote C, measure 3.15.

Albertans' Participation in Organizations

ANALYSIS

- In a one-time national survey conducted in 1997, a majority of Albertans aged 15 and over said they had been members or participants in organizations or groups within the past year.
- The Alberta rate was higher than the comparable rate for Canada.
- Alberta ranked third among provinces.
- Results provide information on the participation of Albertans in diverse aspects of citizenship, a key system outcome.

Percentage of Population Age 15+ who are Members or Participants in Organizations or Groups (New)



Source: Canadian Heritage, Health Canada, Human Resources Development Canada, Statistics Canada, Volunteer Canada, Canadian Centre for Philanthropy – 1998.

Notes:
- Types of groups or organizations included: work related, sports or recreation, religious affiliated, community or school related, cultural, educational or hobby related, service club, fraternal, or political.
- See Endnote C, measure 3.16.

Post-Secondary Enrollment of International Students

ANALYSIS

- The number of international students attending Alberta post-secondary institutions has increased since 1995/96.
- Proportionally, international student enrollment represented about 2% of total FLE enrollment over the period 1995/96 – 1998/99.
- Results provide information on an aspect of Albertans' awareness of the increasing global interdependency, an outcome for the system.

International Student (FLE) Enrollment (New)

Sector	1995/96	1996/97	1997/98	1998/99
Private University Colleges	33	33	47	64
Technical Institutes	146	138	175	236
Universities	1,706	1,723	1,373	1,938
Public Colleges	484	540	533	507
Total Visa FLE Enrollment	2,370	2,435	2,131	2,744

Source: Alberta Learning.

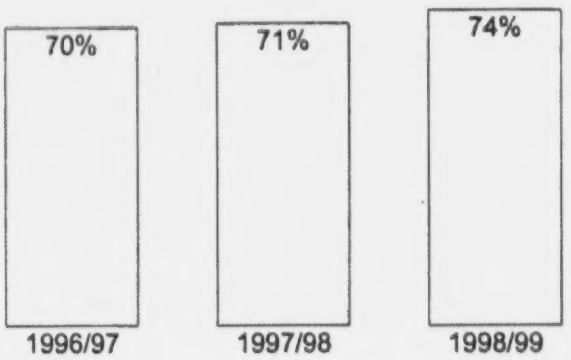
Note:
- The apparent anomaly in universities' data for 1997/98 was not accounted for at the time of publication.
- See Endnote C, measure 3.17.

Interprovincial Certification of Journeymen

ANALYSIS:

- Almost three-quarters of recent graduates issued with a journeymen certificate also acquired the Red Seal in the same year.
- The Red Seal is recognized by participating provinces and enhances interprovincial mobility.
- The proportion certified with the Red Seal has increased since 1996/97.
- Currently 41 of Canada's 44 Red Seal trades are available in Alberta and 93% of Alberta's apprentices are in Red Seal designated trades.
- These results provide additional information that graduates are prepared to find and maintain employment (see pages 34).

Percentage of Apprentices Receiving
Alberta Journeyman Certification and the Red Seal



Source: Alberta Learning.
Note:
- See Endnote C, measure 3.18.

Goal 4 - Effective working relationships with partners

OUTCOMES

Joint initiatives meet the learning needs of Albertans.

Joint initiatives contribute to the achievement of the social and economic goals of the province.

Partners are satisfied with the effectiveness of partnerships.

There is one Ministry core measure used to assess the goal of Effective Working Relationships with Partners. **This is a new measure and, overall, partners and stakeholders are satisfied with their working relationships with the department.** The following are the 1999/2000 performance highlights for this goal.

✔	Met or exceeded target
=	No change
↑	Improved performance
↓	Performance decline
N	New Measure

PERFORMANCE HIGHLIGHTS

N Department's Working Relationships – A majority of partners and stakeholders agreed that Alberta Learning staff are collaborative, responsive and flexible. Perceptions of employers of apprentices and apprenticeship graduates provide a very positive view of the apprenticeship and industry training system's partnership among government, post-secondary institutions and industry. Increases in applied degree enrollments, post-secondary enterprise revenue and industry funding for university research also indicate the effectiveness of learning system partnerships.

OPPORTUNITIES FOR IMPROVEMENT

- **Department's Working Relationships** – This is a new indicator and no target has been set. Partner and stakeholder satisfaction with staff flexibility is lower than their satisfaction with the other attributes. The department must continue to focus on effective working relationships with partners and stakeholders to sustain high levels of satisfaction, and give increased emphasis to demonstrating flexibility.

Working Relationships with Alberta Learning

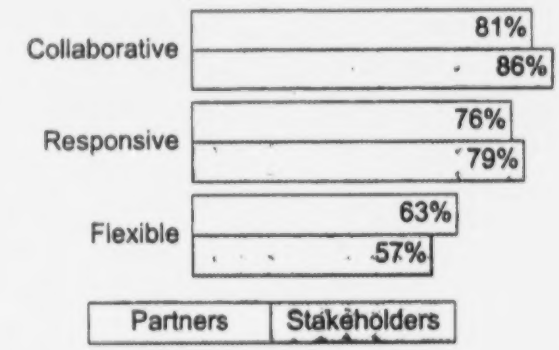
TARGETS

- New measure, no target for 1999/2000.

ANALYSIS

- A majority of partners and stakeholders agreed in 1999/2000 that Alberta Learning staff are collaborative, responsive and flexible in working with partners.
- Respondents expressed higher levels of satisfaction with staff collaboration and responsiveness than with their flexibility.

Percentage of Partners and Stakeholders who Agree that Alberta Learning Staff are Collaborative, Responsive and Flexible (New)



Source: Alberta Learning; Hargroup Management Consultants – 2000.

Notes:

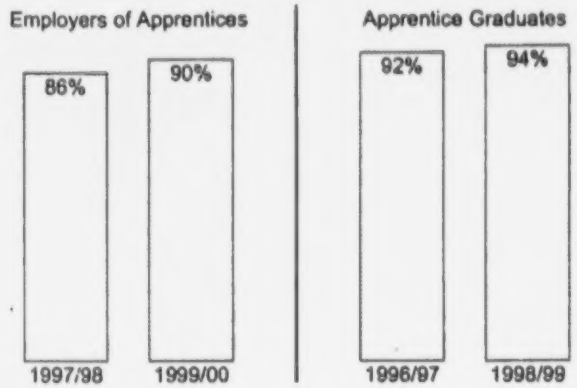
- For the purpose of these surveys, partners are representatives of other ministries that are involved in partnerships with Alberta Learning, and stakeholders are representatives of learning system stakeholder organizations (e.g., Alberta School Boards Association, the College of Alberta School Superintendents, Students Finance Board, the Universities Coordinating Council, the Apprenticeship & Industry Training Board, the Alberta Home and School Councils' Association).
- See Endnote C, measure 4.1.

Apprenticeship and Industry Training

ANALYSIS

- In 1999/2000, an increased proportion of employers were satisfied with the skills and abilities of their journeymen.
- Among graduates, a high proportion indicated in retrospect that, given their experiences in the system, they would still have taken apprenticeship training.
- Results indicate the apprenticeship and industry training partnerships meet the needs of both employers and apprentices.

Perceptions of Employers of Apprentices and Apprentice Graduates



Source: Alberta Learning; Applications Management Consulting Ltd. – 1998; Nichols Applied Management – 1998, 1999, 2000.

Notes:
- Significant difference in employer satisfaction: 1997/98 → 1999/2000. See technical note on significant differences in survey results over time, Endnote B.
- See Endnote A for information on Alberta Learning's surveys.
- See Endnote C, measure 4.2.

Enrollment in Applied Degree Programs

ANALYSIS

- Applied degree programs were initiated in 1995/96 by public colleges and technical institutes in partnership with employers to enable learners to pursue a degree while getting practical business experience.
- Starting with four programs in 1995/96, the number grew to seven by 1998/99 and full load equivalent (FLE) enrollment has increased correspondingly.
- The results indicate these programs are responding to learner needs, a key Ministry outcome.

FLE Enrollment in Applied Degree Programs (New)

	1995/96	1996/97	1997/98	1998/99
Public Colleges	176	489	642	663
Technical Institutes	12	163	232	236
Total	188	652	874	899

Source: Alberta Learning.

Notes:
- Applied degree programs are designed, delivered and cost-shared in partnership with business and industry.
- See Endnote C, measure 4.3.

Enterprise Revenue of Post-Secondary Institutions

ANALYSIS

- Alberta's post-secondary institutions continue to generate non-government and non-tuition fee revenues to support their programs.
- The ratio of enterprise revenues to Alberta Learning grants continues to increase for the system overall and for the three sectors of public post-secondary institutions.
- This increase is in part a response by the institutions because this indicator is used to determine funding based on established performance measures.
- The private university colleges continue to generate about twice as much revenue as they receive in Alberta Learning grants. These institutions receive less government funding as a reflection of their status as privately governed institutions.
- Results provide information on an aspect of post-secondary institutions' contribution to the achievement of the social and economic goals of the province.

Post-Secondary Enterprise Revenue

Sector	1995/96	1996/97	1997/98	1998/99
Universities	30.8%	25.1%	39.0%	42.2%
Public Colleges	26.7%	26.2%	31.9%	33.8%
Technical Institutes	23.6%	29.3%	35.8%	34.9%
Private University Colleges	199.3%	201.0%	203.0%	190.9%
System Average	30.7%	28.4%	38.5%	40.6%

Source: Alberta Learning.
Notes:
- The four vocational colleges became board-governed institutions in 1997/98. Public college information has been updated to include the former vocational colleges.
- See Endnote C, measure 4.4.

University Research Funding

ANALYSIS

- Provincial research funding has increased substantially, while industry funding has increased marginally since 1996/97.
- Research funding from non-profit organizations and the federal government has declined slightly.
- University research funding contributes to the economic goals of the province.

Proportions of University Research Funding By Source

	1996/97	1997/98	1998/99
Non-Profit	16%	13%	12%
Industry	17%	18%	19%
Provincial	20%	25%	28%
Federal	44%	41%	37%
Other	3%	3%	3%

Source: Alberta Learning.
Note:
- See Endnote C, measure 4.5.

Goal 5 - Highly responsive and responsible ministry

OUTCOMES

The Ministry demonstrates:

- Value for dollars
- Leadership and continuous improvement in administrative and business processes and practices.

There are two core measures to assess the department. **Overall, two of three performance targets were met.** The following are the 1999/2000 performance highlights for our Responsive and Responsible Ministry core measures.

✔ Met or exceeded target
= No change
↑ Improved performance
↓ Performance decline

PERFORMANCE HIGHLIGHTS

✔ **Value for Money** – Public satisfaction remained stable at 54%, essentially at the target of 55%.

✔ **Administrative Efficiency** – Department spending represents a very small proportion of total Ministry spending at 1.6% and has decreased slightly over the previous year. Information on administrative spending by public system authorities and post-secondary institutions indicates efficient operations throughout Alberta's learning system.

OPPORTUNITIES FOR IMPROVEMENT

- **Value for Money** – Parent satisfaction decreased from 78% in 1995/96 to 71% in 1999/2000, below our target of 80%. Sampling variation may account for this change.

Value for Money in the Learning System

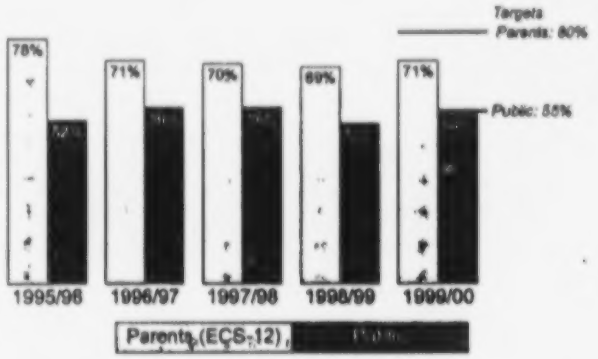
TARGETS

- Target of 55% was met for the public when the confidence interval is taken into account.
- Target of 80% was not met for parents.

ANALYSIS

- Parent satisfaction has decreased since 1995/96. Sampling variation may account for this change.
- Public satisfaction has remained relatively constant over the same period.
- Adult learners and the public were asked for the first time in 1999/2000 if they were satisfied with the value of money spent on adult learning institutions in their communities. A substantial majority of respondents expressed satisfaction.
- The restated business plan 1999-2000 indicated that the satisfaction of employers and taxpayers would be reported. Parent and public results are considered to reflect these groups as well.

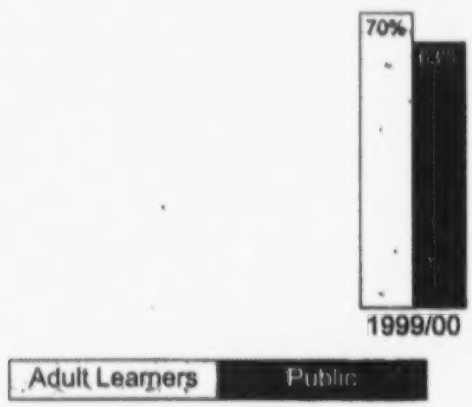
Parent and Public Satisfaction with Value for Money Spent on ECS-12 Schools in their Community



Source: Alberta Learning; Environics West – 1995, 1996, 1997; The Advisory Group – 1998, 1999; Criterion Research Corp. – 2000.

Note:
- Significant difference in parent satisfaction, 1995/96 → 1999/2000. See technical note on significant differences in survey results over time, Endnote B.

Adult Learner and Public Satisfaction with Value for Money Spent on Adult Learning Institutions in their Community



Source: Alberta Learning; Criterion Research Corp. – 2000.

Notes:
- See Endnote A for information on Alberta Learning's surveys.
- See Endnote C, measure 5.1.

Ministry Efficiency

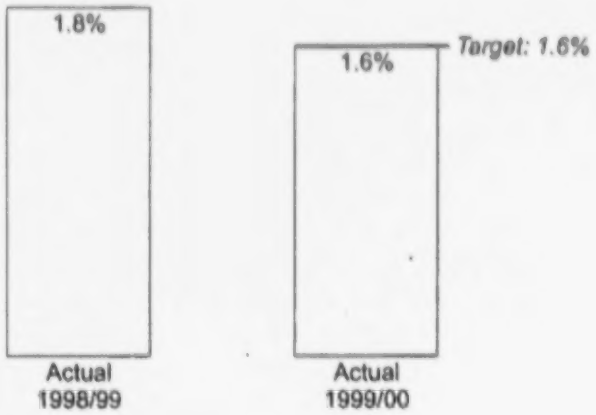
TARGET:

- Target of 1.6% met.

ANALYSIS:

- Spending on department functions represents a very small proportion of total spending.
- The reduction in the proportion spent on department functions since 1998/99 primarily was a result of increased grants to school boards and post-secondary institutions, although spending on department functions was below budget for 1999/2000.

Spending on Department Functions (New)



Source: Alberta Learning.

Notes:

- 1998/99 and 1999/2000 are based on the Ministry Audited Financial Statements.
- Department functions are comprised of Ministry Support Services and Program Delivery Support. Spending is comprised of Ministry Expense and Property tax support to opted-out school boards.
- See Endnote C, measure 5.2.

Spending on Administration in the Learning System

ANALYSIS

- The proportion of their revenues school jurisdictions spend on instruction has increased steadily in recent years, while the proportion spent on administration and other areas has decreased.
- Administration spending is capped at 4% to 6%, depending on enrollment.
- Results provide further information on the value for dollars in the learning system (see page 50).

The Spending of Public School Authorities on Instruction and Administration as Percentages of their Total Spending

	1995/96	1996/97	1997/98	1998/99
School-based Instruction and Support	71.2%	72.4%	74.0%	73.7%
Central Administration	4.7%	3.9%	3.8%	4.0%
Other	24.1%	24.0%	22.2%	22.3%

Source: Alberta Learning.

Notes:

- Public school authorities include public, separate and francophone school boards and charter schools.
- Central administration includes board governance, system administration and support services.
- Other includes operations and maintenance, transportation, debt services, transfers and community services.
- See Endnote C, measure 5.3.

ANALYSIS

- In general, expenditures on administration within post-secondary institutions are relatively constant.
- The larger institutions have a smaller ratio of administrative expenditures than smaller institutions because of economies of scale.
- Administrative expenditures of public post-secondary institutions remain low, in part because this indicator is used to determine funding based on established performance measures.
- Results provide further information on value for dollars in the learning system (see page 50).

Spending on Administration as a Percentage of Total Post-Secondary Institution Spending

Sector	1995/96	1996/97	1997/98	1998/99
Universities	4.9%	5.2%	4.7%	4.6%
Public Colleges	9.5%	8.5%	8.6%	9.4%
Technical Institutes	6.2%	6.5%	6.4%	6.6%
Private University Colleges	15.3%	13.2%	13.5%	14.3%
System Average	6.3%	6.4%	6.1%	6.2%

Source: Alberta Learning.

Notes:

- The four vocational colleges became board-governed institutions in 1997/98. Public college information has been updated to include the former vocational colleges.
- See Endnote C, measure 5.4.

Staff Participation in the Learning Account

ANALYSIS

- In its first year of operation across the department, almost half of all employees accessed the learning account, which is provided to promote self-directed development.
- Providing the learning account to staff is one aspect of demonstrating leadership in improving business processes and practices, an important Ministry outcome.

Participation Rate of Employees in the Learning Account (New)

	Number of Employees	Percent of Employees
1999/2000	441	44.2%

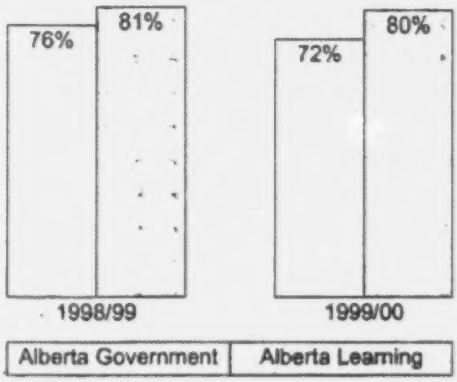
Source: Alberta Learning.
Note:
- See Endnote C, measure 5.5.

Knowledge and Skill Development Opportunities for Staff

ANALYSIS

- A high percentage of Alberta Learning staff continue to agree the department supports their knowledge and skill development.
- In 1999/2000, the results for Alberta Learning staff were significantly higher than for all government employees.
- Results indicate employees are prepared to make continuous improvement in administrative processes and practices.

Percentage of Staff who Agree the Department Supports their Knowledge and Skill Development (New)



Sources: *Government of Alberta Core Human Resources Measures Surveys*, The Advisory Group - 1998 and Research Innovations, Inc. - 2000.
Notes:
- Information for 1998/99 consists of the combined results from the former departments of Alberta Education and Advanced Education and Career Development.
- Significant difference between groups: In 1999/2000, satisfaction for Alberta Learning employees (80%) was significantly higher than for Alberta government employees (72%). See technical note on significant differences in survey results over time, Endnote B.
- Significant difference over time: The decline in satisfaction for Alberta government employees from 1998/99 to 1999/2000 was statistically significant. See technical note on significant differences in survey results over time, Endnote B.
- See Endnote C, measure 5.6.

Satisfaction with Service of Apprenticeship and Industry Training Staff

ANALYSIS:

- A large proportion of employers involved in the apprenticeship and industry training system were satisfied or very satisfied with the quality of service they received from departmental apprenticeship staff.
- As well, a large percentage of apprentice graduates were satisfied with the overall quality of service that they received from departmental apprenticeship staff.
- Results provide further information on partner and stakeholder perceptions of department staff (see page 46).

Satisfaction of Employers and Apprentice Graduates with Service of Department Apprenticeship Staff

	1997/98	1998/99	1999/2000
Employers	91%	—	92%
1997/98 Graduates	—	93%	—

Source: Alberta Learning; Nichols Applied Management – 1998, 1999, 2000.
Notes:
- See Endnote A for information on Alberta Learning's surveys.
- See Endnote C, measure 5.7.

Looking Ahead: Opportunities and Challenges for Alberta's Learning System

Alberta is recognized both nationally and internationally for the excellence of its basic learning, adult learning and apprenticeship and industry training systems. The ability of Alberta Learning and its partners to respond to opportunities and challenges is critical to enabling Albertans to achieve their potential.

In 1999/2000 Alberta Learning responded to the challenge of bringing substantial portions of the former departments of Education and Advanced Education & Career Development together and developing a new vision, mission and goals for a lifelong learning system in consultation with stakeholders. The challenge for the future is to build upon our successes and provide leadership to the Learning system to anticipate, prepare for and respond to change in an evolving and complex environment.

PROVIDING CHILDREN AND YOUTH WITH A STRONG FOUNDATION FOR THE FUTURE

Entering school ready to learn is critical for success in school. Ensuring children's basic needs are met so they can benefit from school is a shared responsibility of families, government and society. Learning's emphasis includes:

- working with families and other government agencies to optimize early childhood development to ensure the cognitive, physical, emotional and spiritual health necessary for successful participation in lifelong learning
- working with families to increase literacy.

Well-rounded preparation for further learning, work and participation in the community is essential for young people to take advantage of opportunities once they leave the basic learning system. Particular challenges include:

- promoting enjoyment of learning and the development of lifelong learning skills
- ensuring all students have a solid foundation in language arts and mathematics
- ensuring that curricula and teacher preparation/ professional development keep pace with emerging needs, including the rapid changes in information and communication technology
- increasing the number of youth completing high school.

CREATING A SEAMLESS LEARNING SYSTEM

Through the Ministry of Learning's work with stakeholders, a shared vision for seamless learning transition in Alberta is emerging. Particular challenges include:

- integrating policies and programs to further improve linkages/transitions among the basic education, adult learning, and apprenticeship and industry training systems
- working with partners to improve transitions from home to school and from basic and adult learning to the workforce
- Ensuring that Albertans are recognized for the high quality of their education.

Continuous improvement in learning outcomes is vital to successful competition in the global economy. Alberta Learning will improve reporting and refine our measurement system to identify outcomes to increase awareness of the excellence of Alberta's learning system by the public and stakeholders. Particular challenges include:

- developing mechanisms to encourage performance excellence and improvement in schools and post-secondary institutions, while recognizing variation in student populations and local circumstances
- helping position Alberta's learning providers for success in an expanding international educational market
- partnering with the private sector in ways that support the values of public education.

ENSURING ACCESS TO OPPORTUNITIES FOR LIFELONG LEARNING

Expectations are rising for the learning system to provide appropriate and sufficient learning opportunities to meet the diverse needs of learners, industry and communities. Particular challenges include:

- providing additional learning opportunities at flexible times and locations for Albertans to participate in learning while maintaining their work and family commitments
- finding ways for government, institutions and communities to meet the shared responsibility for infrastructure renewal
- preparing and recruiting new teachers in specific shortage areas, such as math, science and career and technology studies, and to replace the large number of teachers nearing retirement
- work with learning providers and learners to develop the capacity for global learning, knowledge management and new technological advancement
- using technology integration and combining the resources of the basic learning, adult learning and apprenticeship training systems in innovative ways in response to existing and future demands
- working with Aboriginal peoples, people in the various geographical regions, people with special needs and people from various socio-economic backgrounds to better understand and remove barriers to their successful participation in learning.

MAINTAINING AFFORDABILITY FOR LEARNERS

Shared individual and collective responsibility for investment in education must be balanced by measures to ensure affordability. Particular challenges include:

- ensuring sustainability of funding for the learning system
- enhancing the flexibility and responsiveness of funding mechanisms for schools and post-secondary institutions to recognize changing circumstances and local priorities
- providing student financial assistance to those in need and ensuring that debt is manageable for post-secondary students and their families.

PREPARING A HIGHLY KNOWLEDGEABLE AND SKILLED WORKFORCE

Future labour market growth will continue to be concentrated in jobs requiring a post-secondary credential. Particular challenges include:

- fostering the recognition of learning as an investment in the future;
- encouraging student participation and academic achievement in math and sciences;
- keeping pace with the rapid growth of knowledge and innovations, and preparing learners for a labour market in which many of the occupations we will see five years from now and beyond have not yet been invented;
- improving learner, parent and teacher awareness of rising skill requirements and anticipated skill shortages in the labour market;
- developing strategies for individuals not immediately entering post-secondary programs to acquire the academic, general employability and technical skills they need;
- increasing learning opportunities for high-demand occupations;
- improving the competitiveness of the existing workforce through additional opportunities to upgrade and develop new skills, and
- meeting industry's needs for a highly skilled and trained workforce.

Ministry Financial Information

FINANCIAL RESULTS

ACCOUNTABILITY

Financial results of the Ministry of Learning for the year ended March 31, 2000 include the activities of the Department of Learning, the Alberta School Foundation Fund and the disbursement from the Alberta Heritage Scholarship Fund.

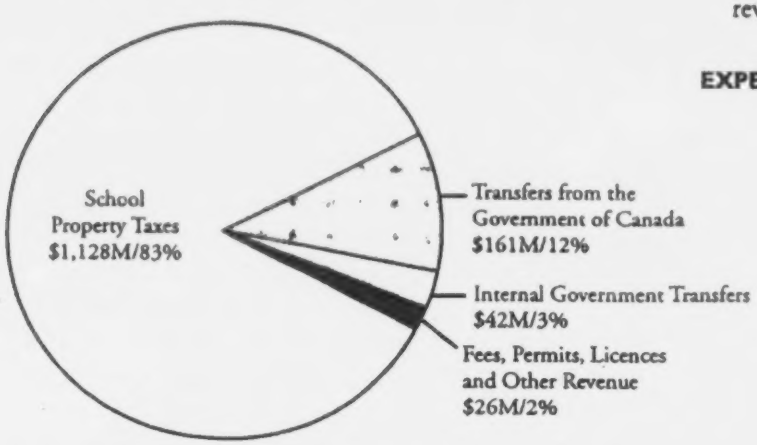
	In millions		
	2000		1999
	Budget	Actual	Actual
REVENUES			
School property taxes	$ 1,145	$ 1,128	$ 1,118
Transfers from the Government of Canada	176	161	164
Internal government transfers	42	42	12
Fees, permits, licenses and other revenue	24	26	28
	1,387	1,357	1,322
EXPENSES			
Voted:			
Ministry support services	30	28	28
Financial assistance to schools	1,782	1,890	1,608
Support for adult learning	989	996	853
Support for adult learners	33	27	25
Development, monitoring and evaluation	25	25	24
	2,859	2,966	2,538
Statutory and valuation adjustments:			
Alberta School Foundation Fund	1,146	1,141	1,113
Teachers' pension liability	146	110	43
Provision for student loans	68	76	66
Alberta Heritage Scholarships	17	17	12
Education Revolving Fund	-	-	23
	1,377	1,344	1,257
Total expenses	4,236	4,310	3,795
(Gain) loss on disposal of capital assets	(33)	(46)	1
	4,203	4,264	3,796
NET OPERATING RESULTS	$ (2,816)	$ (2,907)	$ (2,474)

Total revenues for the Ministry of Learning amounted to $1,357 million for 1999/2000, as follows:

- $1,128 million of the Ministry's revenues were derived from school property taxes which are collected by the provincial government through the Alberta School Foundation Fund.
- $161 million of revenues related to revenues from the Government of Canada which consisted of:
  - $159 million in Canada Health and Social transfers, and
  - $2 million in support of Canada student loans administration.
- $42 million of revenues were the result of internal government transfers which consisted of:
- $25 million from the Lottery Fund, and
- $17 million from the Alberta Heritage Scholarship Fund.
- $26 million of revenues related to fees, permits, licenses and other revenues which consisted of:
  - $18 million in the sales of learning resource material and
  - $8 million from various programs such as Marketing Apprenticeship, high school transcripts, teacher certification fees as well as other income sources such as investment income.

Sources of Revenue – $1,357 million

Comparison of 1999/2000 actuals to budget



Revenues were $30 million less than budgeted as a result of the following:

- school property taxes were $17 million less than budget due to increased refunds to municipalities for assessment adjustments and appeals,
- revenues associated with the Canada Health and Social Transfer agreement were $15 million less than budget,
  offset by
- fees, permits, licenses and other revenues were $2 million more than budget due to increased activity in programs such as apprenticeship, international qualification assessment services and teacher certification.

Comparison of 1999/20000 actuals to prior year

Revenues for the Ministry increased $35 million as a result of the following increases:

- $25 million relating to the introduction of funding from the Lottery Fund,
- $10 million in school property taxes due to higher assessment growth,
- $5 million in transfers from the Alberta Heritage Scholarship Fund,
  offset by
- decreases of $3 million in transfers from the Government of Canada and $2 million in revenue from other sources.

EXPENSES:

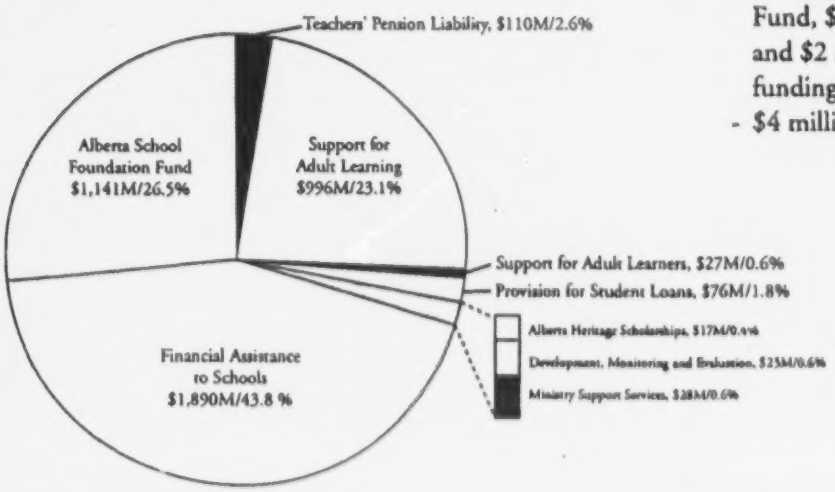
Expenses for the Ministry of Learning amounted to $4,310 million for 1999/2000, as follows:

- $3,166 million of the Ministry's expenses related to basic education and consisted of:
  - financial assistance to schools of $1,890 million from General Revenues and $1,141 million from Alberta School Foundation Fund

- $110 million in teacher's pension liability funding and
- $25 million relating to program development, monitoring and student evaluation.

- $1,116 million of the Ministry's expenses related to adult education and consisted of:
  - $996 million in support for adult learning,
  - $76 million in provisions for student loans,
  - $27 million in support for adult learners and
  - $17 million in grants funded from the Alberta Heritage Scholarship Fund.
- $28 million of the Ministry's expenses related to ministry support services.

Expenses by Program – $4,310 million
(Program represents services to Albertans)
Comparison of 1999/00 actuals to budget


Teachers' Pension Liability, $110M/2.6%
Alberta School Foundation Fund $1,141M/26.5%
Support for Adult Learning $996M/23.1%
Support for Adult Learners, $27M/0.6%
Provision for Student Loans, $76M/1.8%
Alberta Heritage Scholarships, $17M/0.4%
Development, Monitoring and Evaluation, $25M/0.6%
Ministry Support Services, $28M/0.6%
Financial Assistance to Schools $1,890M/43.8 %

Expenses were $74 million more than budgeted as a result of the following:

- $108 million increase in financial assistance to schools consisting of:
  - $135 million in one-time supplementary funding for deficit elimination,
  - $3 million increase in funding for early childhood services,

  offset by:
  - $25 million decrease in school board support due to lower than expected enrollments,
  - $3 million decrease in required funding for the current service portion of the teacher's pension and
  - $2 million decrease in expected purchases by the Learning Resources Distributing Centre.
- $8 million increase in the provision for student loans due to a change in estimates, such as higher interest rates, higher risk premiums, and an increase in demand for remission.
- $7 million increase in support for adult learning and apprenticeship training due to:
  - $12 million increase in performance funding envelopes ($7 million Access Fund, $3 million infrastructure support and $2 million in other performance funding),
  - $4 million increase in the program delivery support for apprenticeship and industry training,

  offset by
  - $7 million decrease in program delivery support to adult learning initiatives other than apprenticeship and industry training, and
  - $2 million decrease in grants in kind to the Alberta Vocational Colleges

offset by

- $36 million decrease in the teacher's pension liability due to an increase in the value of the assets in the pension fund beyond what was anticipated.
- $6 million decrease in support to adult

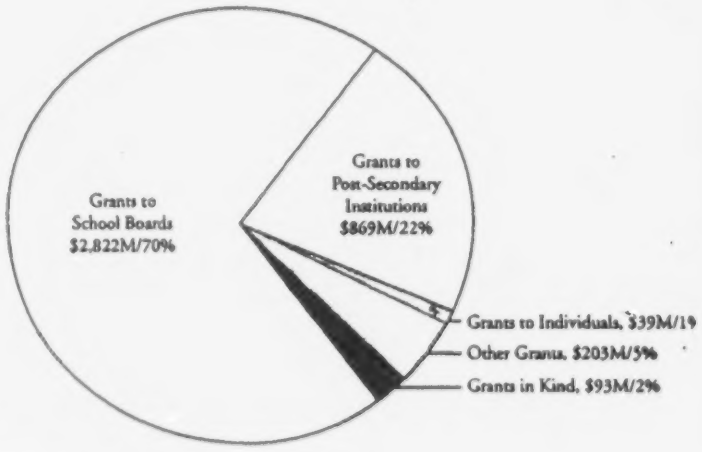
learners resulting from:
- $4 million decrease in demand for the Alberta Opportunity Bursary due to the introduction of the Canadian Millennium Scholarship program, and
- $2 million decrease in maintenance grants.

- $5 million decrease in funding from the Alberta School Foundation Fund due to lower than expected enrollment levels, and
- $2 million decrease in ministry support services.

Comparison of 1999/00 actuals to prior year
Expenses increased $515 million from 1998/99. This is a result of:

- $259 million increase in financial assistance to schools due to:*
  - $234 million increase in operating support for basic education,
  - $15 million increase due to the introduction of the student health services program,
  - $7 million increase for early childhood services,
  - $3 million increase for instruction grants,
  - $1 million increase in school technology funding,
  offset by
  - $1 million decrease in funding for learning resources.
- $143 million increase in support for adult learning due to:
  - $129 million increase in funding to public and private post secondary institutions and
  - $14 million increase in the performance funding envelopes.
- $2 million increase in various programs that support adult learners.
- $1 million increase in the development, monitoring and evaluation of education programs.
- $110 million increase in statutory and valuation adjustments due to:
  - $67 million increase in the teachers' pension liability due to a contribution rate increase for past service contributions and changes made to the method used to calculate the provision,
  - $28 million increase in funding from the Alberta School Foundation Fund resulting from a per student rate increase, enrollment growth, and an increase in interest expense,
  - $10 million increase in the provision for student loans due to higher interest rates and risk premiums associated with dealing with financial institutions, and
  - $5 million increase in scholarships from the Alberta Heritage Scholarship Fund.

Grants – $4,026 million


Grants to School Boards $2,822M/70%
Grants to Post-Secondary Institutions $869M/22%
Grants to Individuals, $39M/1%
Other Grants, $203M/5%
Grants in Kind, $93M/2%

GRANTS
Grants accounted for $4,026 million or 93% of the total amount of the Ministry's expenses.

- Grants to school boards totaled $2,822 million and consisted of:
  - $2,800 million for instruction and support block funding,
  - $151 million in one time grants which were used to assist in the elimination of school boards' accumulated deficit and

* For comparability purposes, Education Revolving Fund's expenses in 1998/99 are classified as financial assistance to schools consistent with 1999/00.

other one-time priorities,
  - $19 million for technology funding,
  - $15 million in support of the cross-government initiative on student health, offset by
  - $163 million school property taxes already collected by opted out separate school boards who have the authority to requisition and collect levies on their residential and non-residential properties.
- Grants to post secondary institutions totaled $869 million and consisted of:
  - $795 million in operational and conditional grant funding,
  - $36 million in support through the Access Fund,
  - $17 million in performance funding,
  - $10 million in support through the Learning Enhancement Fund,
  - $8 million in other funding such as inmate education programs and apprenticeship and industry training, and
  - $3 million in infrastructure support which includes the purchase or replacement of equipment.
- Grants to individuals totaled $39 million and consisted of :
  - $22 million in assistance to learners in the form of maintenance grants, special needs bursaries, Alberta opportunity bursaries and athletic scholarships, and
  - $17 million in scholarships funded through the Alberta Heritage Scholarship Fund.
- Other grants in the amount of $203 million consisted of:
  - $106 million in current service contributions to the teachers' pension,
  - $80 million in financial assistance to private schools such as support for basic education, early childhood services, instruction grants and learning resource subsidies, and
  - $17 million in support of adult learning to municipalities and not-for-profit organizations for programs such as community education, learning television and program delivery support.
- Grants in kind totaled $93 million and resulted from the transfer of certain land and buildings from Alberta Learning to the Alberta Vocational Colleges.

Appendix 1

Summary of Accomplishments – Alberta Learning Business Plan

1999/2000 – 2001/2002 – Restated April 1, 1999 – March 31, 2000

With the government reorganization that took place in May of 1999, components of Alberta Education and Alberta Advanced Education and Career Development combined to form the new department of Alberta Learning. The following five goals reflect Alberta Learning's new focus on providing quality learning opportunities for all Albertans in all stages of life. This new focus must be supported by a system that is flexible and responsive to the diverse needs of learners, as well as the overall social and economic needs of the province. The specific outcomes outlined for each goal are designed to ensure that these priorities are met.

Goal One: High Quality Learning Opportunities

Desired Outcome: (Responsiveness and Flexibility) the learning system meets the needs of all learners, society and the economy.
For 1999 – 2000, Alberta Learning used a range of strategies to address the wide variety of learning needs, as well as the province's social and economic needs. These strategies included:

Ensuring safe and caring schools

- Alberta Learning held Canada's first Safe and Caring Schools and Communities Conference in November 1999 in Edmonton to raise awareness on safety issues.
- *Supporting Safe, Secure, and Caring Schools in Alberta*, a manual that provides information on legislation, policy development, and strategies for violence prevention and intervention, was released to schools in November 1999.
- The School Act was amended in June 1999 to include Section 28(7)...

  A board shall ensure that each student enrolled in a school operated by the board is provided with a safe and caring environment that fosters and maintains respectful and responsible behaviours.

Implementing revised curriculum

- Alberta Learning completed a new physical education program for kindergarten to grade 12 that incorporates the recommendations of the Active Living Task Force. The Task Force developed a provincial strategy for Active Living to enhance the quality of life for Albertans. The new curriculum takes the focus away from competition and focuses instead on developing active life skills. The program will be implemented in all schools in September 2000.
- The department completed a common western aboriginal language and culture curriculum framework for kindergarten to grade 12 and draft programs of study for Aboriginal Studies 10-20-30 and Nakoda (kindergarten – grade 12).
- The department completed programs of study and achievement tests for K-9 language arts to be implemented in September 2000 and a draft program of studies for senior high English language arts.

Early Literacy and English as a Second Language

- The department monitored and reported, with partners, on best practices for Early Literacy and English as a Second Language programs.

Recognizing prior learning accomplishments

- Adult Skills Alberta (ASA) incorporated a requirement for Prior Learning Recognition processes into its "Commitment to Quality Standards" for institutions and other providers wishing to achieve ASA designation. Adult Skills Alberta is a framework of programs and services that

provides opportunities for adult learners to develop and improve their skills for working, living in their communities and further learning.

- Over 7,000 new apprentices in 1999 received advanced standing toward certification in the apprenticeship training program under the Apprenticeship and Industry Training Board's prior learning accreditation policy.

Supporting alternate routes to journeyman certification

- In 1999, over 450 individuals successfully obtained certification through the Qualification Program and Alberta Journeyman Equivalence Programs. Both programs are alternate routes that recognize related technical training or work experience.

Pursuing a renewed partnership on settlement services for immigrants

- With Citizenship and Immigration Canada, Alberta Learning further developed principles, responsibilities and mechanisms for joint governance, decision-making and communication aimed at ensuring the quality of services for immigrants in Alberta. A memorandum of understanding was begun that formally describes collaborative partnership between the two orders of government.

Rewarding and encouraging progress made by institutions

- In 1999/2000, $17 million from the Performance Envelope was distributed to 26 post-secondary institutions to reward progress toward system goals. Twenty institutions received learning and research progress awards, the same number as in 1998/99, and nineteen of these institutions received an additional one-time bonus progress award.

Desired Outcome: (Responsiveness and Flexibility) The learning system is flexible and provides a variety of programs and modes of delivery.

Strategies for increasing the system's flexibility included:

Reviewing and revising Native Education Policy

- An advisory committee that includes all key stakeholders in Native Education (kindergarten – grade 12, post-secondary and apprenticeship) consulted across the province on the Native Education Policy. A report with recommendations is expected for presentation to the minister in the fall of 2000.

Expanding Courseware and Delivery Alternatives ECS - 12

- In collaboration with other ministries and the private sector, developed new print resources and on-line courses to support new and updated curriculum areas, such as Pure and Applied Mathematics, Career and Technology Studies, and elementary language arts.
- Created an electronic library of multimedia learning items for teachers to incorporate into classroom and on-line learning.
- With ACCESS/LTA, the Alberta Online Consortium, school jurisdictions and other partners, explored new technologies, developed technical standards and models, and ensured quality educational programs for a variety of delivery modes including traditional classrooms, virtual-online schools and distance learning-correspondence learning environments.
- Worked with provincial governments under the Western Canada Protocol to select resources, develop distance learning materials and initiate French language projects.

Supporting system-wide change toward the integration of technology

- Alberta Learning distributed $10 million in 1999/2000 from the Learning Enhancement Envelope among the 26 post-secondary institutions. Grants were given to projects that would facilitate changes in program delivery and student support systems using information and communication technologies. Projects that promote flexibility and responsiveness across the adult learning system and collaboration among institutions were given high priority.
- Worked with other ministries to further the development and implementation of a provincial telecommunications network infrastructure to ensure access to affordable, high-speed network services by schools and other learning institutions across the province.

Consulting with stakeholders on lifelong learning

- The Minister's Forum on Learning was held on November 19 and 20, 1999. Feedback from the Forum was used to provide information for the ministry's future business plans, policy development and the consultations conducted by the MLA Committee on Lifelong Learning.
- The MLA Committee on Lifelong Learning was created to make recommendations on how to help adults access learning to improve their employment potential and realize their career goals. Recommendations to the minister are expected by the fall of 2000.

Encouraging the development of a broader Campus Alberta network

- The Campus Alberta concept was expanded to include links between Early Childhood Services –grade 12 education and lifelong learning. Alberta Learning is working collaboratively with partners to plan a Symposium on Campus Alberta in the fall of 2000.
- Together with other provinces, signed an Agreement-in-Principle regarding Teacher Labour Mobility and worked to develop an Alberta Portability Credential to recognize years of teaching experience in Canada.

Enhancing teaching quality

- Implemented teacher growth, supervision and evaluation policies in all school boards.

Desired Outcome: (Accessibility) All Albertans can participate in learning.

Access Fund

For 1999 – 2000, the Access Fund was the department's most significant strategy for ensuring greater access to learning opportunities. The Access Fund is Alberta Learning's funding program for expansion of the post-secondary system in priority areas.

- The Access Fund created more than 1,200 new post-secondary student spaces to support expanded enrollment in information and communications technology. An additional 1787 temporary and 346 permanent spaces for a total of 2,133 new spaces were provided for apprenticeship training.

Desired Outcome: (Accessibility) Albertans with special needs can participate in learning.

Funding

A major strategy for enhancing special needs funding involved working with partners to remove policy barriers to effective coordination, funding and delivery of services to children.

- On February 29, 2000, the government announced that Alberta Learning would provide pro-rated funding for students with severe special needs who move to another school authority after the start of the school year. This amounted to a $2 million spending boost to school boards in Alberta.

Partnerships

Alberta Learning supported special needs access through a number of partnerships on joint action initiatives. These partnerships included working with Alberta Health and Wellness, Children's Services, Child and Family Services Secretariat, Justice, Community Development, AADAC and Aboriginal groups, as well as regional and community partners in the following areas:

Student Health

- Alberta Learning approved 25 Student Health Partnerships Joint Service Plans. Alberta Learning (on behalf of the government partners) released the 1999/2000 funding allocations to the Partnerships.

Children's Mental Health

- Alberta Learning, the Alberta Mental Health Board and the Alberta Teachers' Association produced a trainer's manual for service providers (e.g. teachers, mental health and social workers) on how to identify and meet the needs of students with mental illnesses. This collaboration also resulted in the creation of *Teaching Students with Emotional Disorders and/or Mental Illnesses*, a resource that offers service providers practical strategies to assist them with students who have these special needs.

Fetal Alcohol Syndrome (FAS)

- In consultation with partners and stakeholders, Alberta Learning revised the health curriculum (kindergarten to grade 9) to reflect changes in attitudes and behaviours regarding alcohol use.
- The department developed an FAS prevention resource to assist teachers with the implementation of the Health and Life Skills (kindergarten to grade 9) program and the Life Skills 10 Program of Studies.

Early intervention: prior to conception to age six

- An interministerial working group prepared the *Pre-conception to Age Six Initiative Framework and Plan* for review in April 2000 by the Partnering Deputy Minister's Committee. The plan includes goals related to healthy pregnancy and birth outcomes, optimal early childhood development and ongoing support for parenting.

Desired Outcome: (Affordability) Cost is not a barrier to learners participating in learning opportunities.

Alberta Learning's approach to sustainable funding involved the following actions:

Providing funding for basic education and adult education

- Increased support for schools by 12.6% ($355 million), for a total of more than $3 billion.
- Increased support for adult learning programs by 16.7% ($160 million), for a total of more than $1 billion.

Acting on recommendations from the funding framework review

- Caps were eliminated on funding for children with severe special needs and English as a Second Language students, which resulted in another $16 million for school boards in the province.
- Monthly payments to school boards from the Alberta School Foundation Fund were implemented to reduce the need for borrowing and maximize funding for instruction.

Providing one-time funding

- A one-time grant of $151 million was announced in August 1999 and distributed to boards on an equal per student basis. The intent of this investment was to eliminate accumulated deficits, address local needs and reward sound financial management.

- In a joint announcement with Alberta Infrastructure, Learning allocated an additional $38 million in one-time infrastructure grants to upgrade existing post-secondary facilities.

Increasing scholarship funding

- The value of Alberta Heritage Scholarship Fund core awards was increased for the 1999/2000 academic year. The raise resulted in substantially increased benefits for approximately 10,000 Albertans who achieved academic excellence at the high school and post-secondary levels.
- Introduced two new scholarship programs for 2000/2001: Jason Lang Scholarships to 3,000 students for first year achievement, and Laurence Decore Awards to 100 students for student leadership.

Monitoring institution compliance with tuition fee policy

- For 1998/99, the average tuition fee ratio for the learning system was 22.1%. The maximum average fee increase per full load equivalent for 2000/01 has been set at $243.50.

Desired Outcome: (Affordability) The learning system is affordable.

Strategies to ensure the overall affordability of the system included:

Improving the delivery of student financial assistance

- Alberta Learning was the first to reach an agreement with the Canada Millennium Scholarship Foundation on the design and delivery of Millennium Scholarships for Alberta students. As a result of this agreement, approximately 8,500 post-secondary students received approximately $26 million in need-based scholarships in January 2000.

Ensuring debt levels are manageable for learners and their families

- Approximately 21,300 post-secondary students qualified for $42.6 million in remission upon graduation. An additional $10.8 million was issued as Alberta Opportunities Bursaries. In 1999/2000 the average debt level of a graduating student on loan assistance for an undergraduate four-year program was $17,942 and for a two year program was $10,158. In 1999/2000 approximately 8,129 learners were assisted through interest relief.

Goal Two: Excellence in Learner Achievement

Desired Outcome: Learners demonstrate high standards across a full range of areas (optimizing full potential).

Strategies for fostering a world class education for all learners included:

Implementing a pan-Canadian agenda on quality education and standards

- Through the Council of Ministers of Education Canada (CMEC), worked with other provincial and territorial education ministries to develop coordinated responses to educational issues of common interest.
- In collaboration with CMEC, Statistics Canada and other provincial/territorial jurisdictions, published *Education Indicators in Canada: Report of the Pan-Canadian Education Indicators Program 1999*, part of an ongoing strategy to ensure the availability of standard provincial, national and international data to inform educational policy and program decisions.
- Alberta helped develop, with other provinces, an Interprovincial Common Core Curriculum for the carpentry trade.

Enhancing second language program initiatives

- Surveyed school systems about second language programs and developed a draft project plan to expand second language education in Alberta.
- Created the Greater South Francophone Education Authority.

Supporting the new high school mathematics program

- Alberta Learning supported the implementation of the new high school mathematics program by providing $2.2 million to regional consortia for teacher inservice and by providing workshops about diploma examinations for Pure and Applied Mathematics 30.

Creating the Alberta Initiative for School Improvement

- Through extensive consultation and collaboration, Alberta Learning and education partners created the Alberta Initiative for School Improvement (AISI) to improve student learning and performance which will provide $66 million per school year for approved projects. Workshops on preparing project proposals for funding were held across the province. Implementation by school jurisdictions is scheduled for September 2000.

Goal Three: Well Prepared Learners for Lifelong Learning, World of Work and Citizenship

Desired Outcome: Learners are well prepared for lifelong learning

For 1999/2000, Alberta Learning focused primarily on technology initiatives such as:
Information and Communication Technology Program

- The department completed the Information and Communication Technology (ICT) program of studies for implementation in September 2000 in grades 1 - 12.

Funding Internet-Learning Projects

- Alberta Learning signed a partnership agreement with Industry Canada that resulted in funding of over $500,000 in the 1999/2000 school year for GrassRoots. GrassRoots is a program that provides funding to help teachers and students create Internet-based collaborative learning projects.

Initiating studies to improve high school and post-secondary involvement

- Initiated a study of barriers to high school completion.
- Launched a research study to identify key factors that influence Albertans' decisions to pursue post-secondary education.
- Initiated the Universities Coordinating Council review of Alberta's admission and transfer policies to ensure that learners have the best possible access to post-secondary educational opportunities.

Desired Outcome: Learners are well prepared for work.

Many of Alberta Learning's strategies focused on the needs of youth who are finishing high school and making decisions about their further education or employment. These strategies include:

Preparing Youth for Work Initiatives

- Alberta Learning assisted the Alberta Technology Preparation Consortium and local school jurisdictions in their efforts to expand the Technology Preparation program, which provides secondary students with employability skills through applied academics, career education, practical skill training and work experience.

Alberta Youth Employment Strategy

- Along with Alberta Human Resources and Employment, Alberta Learning implemented

the Alberta Youth Employment Strategy to help young people make successful transitions to work.

Collaboration with post-secondary institutions

- Alberta Learning worked with post-secondary institutions to identify opportunities for expanding post-secondary programming in areas of high workforce demand.
- In 1999/2000, ten applied-degree programs and 27 programs in information, computer and technology at the certificate, diploma, degree and graduate level were approved in response to skill and knowledge requirements identified by business and industry.

Other strategies that focused on ensuring a highly skilled workforce included:

Partnering with business and industry

- Alberta Learning initiated a project to define outcomes for the basic learning system, which included forming a Review Committee on Outcomes, made up of education stakeholders and partners.

Enhancing the Apprenticeship and Industry Training system

- Through the industry consultation process, amendments to the Apprenticeship and Industry Training Act were tabled in the Legislature in Spring 2000. These amendments will allow the Alberta Apprenticeship and Industry Training Board to be more responsive in dealing with apprenticeship issues and meeting industry's training and certification needs.
- Certified 4,424 journeymen up from 4,200 in 1998.
- Increased the number of students enrolled in the registered apprenticeship program (RAP) by 27%.
- A wider range of career choices are available in the Heavy Equipment Technician apprenticeship program through the development of four craft areas in this trade.
- Individual learning modules were developed in a number of the disignated trades to allow for greater flexibility in the delivery of technical training.

Enhancing the position of Alberta's workforce in the global economy

- The draft Alberta's *International Education Strategy* was developed to ensure that Alberta's education and training system will be internationally recognized for the high quality of its graduates, programs and services, and for providing international learning opportunities and partnerships which benefit learners and education stakeholders.
- Coordinated Ministerial mission to Mexico, reaffirming the Protocol of Understanding and Friendship with Jalisco and the Memorandum of Understanding on Cooperation between the Education Secretariat, Jalisco and Alberta Learning.

Goal Four: Effective Working Relationships with Partners

Desired Outcome: Joint initiatives meet the learning needs of Albertans.

Strategies for joint learning initiatives included:

Expanding student access to computer networks

- Alberta Learning, in partnership with Alberta Infrastructure, announced its intent to implement a provincial high-speed network to link all post-secondary schools, institutions, and school district offices.

Communicating to increase awareness and understanding of the learning system

- Worked with partners to pro-actively

communicate learning initiatives to Albertans. These initiatives included celebrating learning accomplishments through Education Week, developing a Back to School Information Kit and participating in the Alberta Connects Television program.

- Alberta Learning also launched an improved information package for post-secondary students that included information on student finance options, on-line applications, 24-hour telephone assistance and guides for planning a post-secondary education.

Desired Outcome: Joint initiatives contribute to the achievement of the social and economic goals of the province.

Alberta Learning participated in a number of joint initiatives to accomplish the activities cited under the other four goals. These initiatives include:

- The Native Education Policy Review, which is a province-wide consultation with stakeholders to develop a revised native education policy that will better meet the needs of First Nations, Metis and Inuit students. Recommendations are expected in September.
- The Minister's Forum on Lifelong Learning, held on November 19 and 20, 1999 to gather information from stakeholders about what needs to be done to further lifelong learning in Alberta.
- MLA Committee on Lifelong Learning, led by MLA Wayne Cao, to talk with stakeholders about how the department can help adults access learning opportunities to improve their employment potential and realize their career goals.
- Campus Alberta, a concept that envisions a seamless education system where all partners from basic learning, adult learning and apprenticeship collaborate to deliver quality learning opportunities. A symposium on Campus Alberta will be held in fall of 2000.
- MLA Committee on Growth and Density, led by Mark Hlady, to look at school jurisdictions that face rapid economic growth and make recommendations on what can be done to make the funding model more adaptive to changing local needs.
- Developed a transferable model for working collaboratively with partners in designing the Alberta Initiative for School Improvement, which is a program to improve student learning and performance by fostering initiatives that reflect the unique needs and circumstances within school jurisdictions.
- Held public consultations with more than 6,000 Albertans on such topics as curriculum development, school board funding and accountability, the Community Adult Learning Program Policy, the Apprenticeship Training Survey and the School Council review.
- Worked cooperatively with Alberta Corporate Services Centre (ACSC) to plan for the smooth implementation of appropriate shared services.
- MLA working group, chaired by Rob Renner, gathered input from the report of the School Council review that confirmed the role of parents and focused on improving communication and encouraging leadership.

Goal Five: Highly Responsive Ministry

Desired Outcome: The ministry demonstrates value for dollars.

Desired Outcome: The ministry demonstrates leadership and continuous improvement in administrative and business processes and practices.

To ensure Alberta Learning's ongoing effectiveness and continuous improvement, strategies included:

Streamlining Regulations and Policies

- Alberta Learning continues to review, streamline and revise regulations and policies for Basic Learning, Adult Learning and Apprenticeship and Industry Training in consultation with stakeholders as part of government's Regulatory Reform process.

For Early Childhood Services to grade 12:

- The Insurance regulation was repealed and the Home Education regulation was updated and re-enacted. The Student Transportation regulation and 9 other policies (Early Childhood Services, English as a Second Language, Locally Developed/ Acquired and Authorized Junior and Senior High School Complementary Courses, Locally Developed Religious Studies Courses, Off-Campus Education, Public and Separate Schools, HIV/AIDS in Educational Settings, Home Education, and Practice Review of Teachers) were revised and tabled for approval. Eight policies (Controversial Issues in Education, Course Challenge, Learning Resources Credit Allocation, Materials Resource Centre, School Superintendents, Vocational Education, Withdrawal of Teacher Services and Human Sexuality Education) were reviewed and tabled for repeal.

For Adult Learning:

- The Student Financial Assistance Regulation replaced two former regulations.

For Apprenticeship and Industry Training:

- The Designated Trade Transitional Regulation was repealed and the Designation of Occupations and the Appeal Rules regulations were re-enacted.

Reviewing funding issues for high growth school jurisdictions

- Provided primary support to the MLA Committee on Growth and Density - a committee struck by the Minister to review funding issues faced by school jurisdictions in high growth areas or jurisdictions that are "magnet jurisdictions".

Developing an Information Technology strategy

- Through an inter-divisional team and various consultation processes, developed the Information Management and Technology Business Plan to improve the use and management of information within the department.

Consulting with stakeholders, partners and staff

- Alberta Learning created a Transition Team, consisting of stakeholders, partners and staff to provide input to the Ministry's reorganization plan and business plans for 1999-2002 and 2000-2003.

Enhancing communication, information, and service

- The department's System Improvement and Reporting Division was created in October 1999 to enhance system improvement by evaluating key programs and aspects of the system and recommending improvements.

Appendix 2

Endnotes/Methodology for Results Analysis

ENDNOTE A: NOTES ON SURVEYS

Each year, Alberta Learning commissions telephone surveys with random samples of key stakeholder groups. The purpose of these surveys is to obtain their perceptions of how the learning system is performing in meeting learners' needs. Professional survey research firms conduct the surveys using trained interviewers and the Computer-Assisted Telephone Interviewing (CATI) system. Survey results are compiled by the survey research firms and provided to Alberta Learning. In the year 2000, more than 12,000 interviews were conducted with seven respondent groups.

The following table provides an overview of Alberta Learning's satisfaction surveys in recent years - the respondent groups surveyed and corresponding sample sizes each year, and the confidence intervals for each survey in the year 2000. Results are considered accurate within the confidence interval 19 times out of 20.

Alberta Learning Satisfaction Surveys: Sample Sizes and Confidence Intervals:

Target Groups_/Years /Surveyed	1995 1996	1996/ 1997	1997 1998	1998/ 1999	1999 2000	Confidence Interval (Current Year)
Parents of ECS - 12 Students	800	800	806	800	800	±3.5%
Public (re ECS - 12 System)	801	807	800	802	2,008	±2.2%
High School Students (Gr.10-12)	800	800	802	800	800	±3.5%
Parents of Children with Severe Special Needs	—	—	800	805	800	±3.5%
Graduates of Apprenticeship Programs	—	1,936	—	3,141	—	±1.8%
Employers of Apprentices	—	—	3,277	—	3,350	±1.7%
Employers of Post-secondary Graduates	—	—	1,541	—	1,467	±2.5%
Public (re adult learning system) Total				2,000	3,000	±1.8%
- Public: Adult Learners	—	—	—	1,000	992	±3.2%
- Public: Not Adult Learners	—	—	—	1,000	2,008	±2.2%

When comparing results of satisfaction surveys over time, it is important to remember that small changes in satisfaction/agreement levels from year to year may be a result of sampling variation. Endnote B provides a detailed explanation of sampling variation and significant differences in survey results over time. Sampling variation also should be considered when comparing current and historical satisfaction levels to targets set out in the department's three-year plans.

If the target for the current year of a particular satisfaction measure falls within the confidence interval of the satisfaction level for the current year on that measure, that result is interpreted as having met the target. For example, if the target for a measure of parent satisfaction for the year 2000 was 90%, and the survey result on that measure was 87%, we would consider the target to have been met, since the target falls within the confidence interval of the measure (±3.5%).

Core Human Resource Measures Surveys: 1998 and 1999

The Advisory Group conducted *the Government of Alberta Core Human Resource Measures Survey* in November, 1998, interviewing 2,312 Government of Alberta employees, including 103 Alberta Education employees and 116 Advanced Education and Career Development employers (a total of 229 interviews for the two departments combined - "Alberta Learning 1998"). For the 1999/2000 survey (conducted from November, 1999 to January, 2000 by Research Innovations Inc.), a total of 3,585 Alberta government employees were interviewed by Research Innovations, Inc. The Alberta Learning sub-sample was 499 employees. For both surveys, random sampling was used to interview both management and non-management employees. Telephone interviews were conducted using the Computer Assisted Telephone Interviewing (CATI) system. The sample size, satisfaction level, confidence level, and margin of error for each group were as follows:

	Respondent Group	Sample Size	Satisfaction Level	Confidence Level	Margin of Error
a)	1998: Alberta Government	2,312	76%	0.95	2.0%
b)	1998 Alberta Education	103	79%	0.95	8.5%
c)	1998 AECD	116	82%	0.95	8.5%
b+c	**1998 Alberta Learning**[1]	229	81%	0.95	5.3%
d)	1999 Alberta Government	3,585	72%	0.95	2.0%
e)	1999: Alberta Learning	499	80%	0.95	4.0%

Note:

1. Data for "Alberta Learning 1998" are the combined data for the former departments of Alberta Education and Alberta Advanced Education and Career Development. Data were combined to facilitate comparisons with Alberta Learning data for 1999/2000.

ENDNOTE B:TECHNICAL NOTE: SIGNIFICANT DIFFERENCES IN SURVEY RESULTS OVERTIME

In presenting survey results, statistically significant differences are identified by comparing the base year (1996 in most cases) to the current year (2000). In this report, satisfaction/agreement levels for 2000 which are significantly higher or lower than the satisfaction/agreement level for that indicator in the base year are noted.

As satisfaction measures in this report are based on responses from **samples** of parents, students and the public (and not the entire population), the results may differ from actual satisfaction by about plus or minus 3.5% (for samples of about 800) and 2.2% (for samples of 2,000). Repeated samples in a given year might generate slightly different satisfaction levels.

A difference in satisfaction or agreement levels from 1996 to 2000 for a specific question is significant if it is larger than what could be expected due to sampling variation. Significance is reported at the .05 confidence level (i.e., we would obtain the same results with repeated samples 19 times out of 20). Two factors are relevant in establishing significant differences between responses to particular questions from 1996 to 2000:

- **Sample size:** in large samples (e.g., samples of 800 or more), smaller differences are sufficient to establish

significance. It is more likely that the characteristics of a large sample approximate those of the entire population than a small sample. In small samples (e.g., Special Education surveys: sample of 347), larger differences are necessary to establish significance.

- **Population diversity:** where the population is highly uniform on the characteristic of interest (i.e., if nearly all members agree or are satisfied), small differences in results based on samples are sufficient to establish significance. In more diverse populations (i.e., where half the population agrees and half disagrees), larger differences are necessary to establish significance. The table below shows how the margin of error varies for survey results generating highly uniform and highly diverse satisfaction or agreement levels, and with different sample sizes.

Agresti and Finlay (*Statistical Methods for the Social Sciences*, 1988, 2nd *Edition*, pp 165-170) provide a detailed discussion of the statistical procedures used in this analysis.

Margin of Error for Survey Results at 95% Confidence Level; Sample Sizes of 800 and 2,000

	Where the Satisfaction/Agreement Level on a Survey Question is:										
	1% or 99%	5% or 95%	10% or 90%	15% or 85%	20% or 80%	25% or 75%	30% or 70%	35% or 65%	40% or 60%	45% or 55%	50% or 50%
For a sample size of 800, the margin of error is:	±0.8%	±1.7%	±2.4%	±2.9%	±3.2%	±3.5%	±3.7%	±3.8%	±3.9%	±4.0%	±4.0%
For a sample size of 2,000, the margin of error is:	±0.4%	±1.0%	±1.3%	±1.6%	±1.8%	±1.9%	±2.0%	±2.1%	±2.1%	±2.2%	±2.2%

Source: Statistics Canada: *Conducting a Survey: Processing, Interpreting and Presenting Survey Results*, (Workshop Material) 1998.

ENDNOTE C: NOTES ON PERFORMANCE MEASURES

Goal One: High Quality Learning Opportunitie

1.1 Percentage of high school students, parents (of ECS-12 students) and the public satisfied overall with the quality of education.

This measure is based on data from Alberta Learning's annual telephone surveys. Parents were asked about their satisfaction with the education their child is receiving; students were asked about their satisfaction with their own education; the public were asked about their satisfaction with the quality of education that students in their community are receiving.

1.2 Percentage of adult Albertans satisfied that adults taking education or training are getting an appropriate combination of skills and knowledge to prepare them for the workforce.

Respondents to Alberta Learning's annual telephone surveys were asked how satisfied they were that

adults taking education or training are getting an appropriate combination of skills and knowledge to prepare them for the workforce.

1.3 Participation of Albertans age 17 and over in credit and non-credit programs and courses. (New)

Since 1999, Alberta Learning has conducted its own survey of adult Albertans (age 17 and over) on their perceptions of the adult learning system as comparative Canada-wide data are not available regularly. This measure shows the proportion of Alberta adults who said that they had taken some education or training in the last 12 months.

Last year's AECD Annual Report used data from Statistics Canada's *Adult Education and Training Surveys* (1994, 1998) to report on this measure. Results were as follows:

	1993 (rank among provinces)		1997 (rank among provinces)	
Alberta	40%	(1st)	34%	(2nd)
Canada	35%		31%	

1.4 Percentage of parents of school children with severe special needs satisfied with services for their child.

In Alberta Learning's annual surveys, parents were asked about their overall satisfaction with services for their child, and also about their satisfaction with specific aspects of those services.

Supplemental Information (Percentage of Parents of Children with Severe Special Needs Who Strongly Agree/Agree That it Was Easy to Access Each Specific Service Their Child Received)

Service	1998/99	1999/00	Service	1998/99	1999/00
Teacher Assistant/Aide:	71.9%	71.0%	Psychiatry/psychology	68.7%	68.4%
Speech-language therapy	79.6%	72.8%	Management of behavior problems	74.3%	71.0%
Physiotherapy	84.0%	70.8%	Sign language interpreter	73.8%	72.7%
Audiology	75.8%	80.3%	Physical needs	83.45%	83.6%
Occupational therapy	77.8%	73.3%	Handicapped Children's Services	74.6%	76.0%
Respiratory therapy	71.4%	75.8%	Child welfare	81.7%	77.4%
Regular medication/injections	84.0%	87.1%	Probation supervision	68.0%	71.4%
Emergency medication/injections	73.3%	79.5%	Institutional placement	67.7%	53.3%
Equipment or supplies	55.2%	70.5%	Native liaison worker	75.9%	83.3%
Personal counseling	73.3%	76.0%	Others	75.4%	—

Source: Alberta Learning: The Advisory Group Surveys – 1999; Criterion Research Corp. Surveys – 2000.

1.5 Revenue sources for post-secondary credit programs.

Post-secondary institutions are required to submit annual revenue, expenditure, tuition fee revenue and net operating expenditure data to Alberta Learning through the Financial Information Reporting System (FIRS). In addition, the department receives annual audited financial statements for each institution.

Revenue sources used to fund delivery of post-secondary credit instruction programs are composed of three specific sources: tuition fees (subject to the Tuition Fee Policy), provincial grants, and other fees that students pay. To calculate the measure, total tuition fee revenues subject to the policy are divided by net operating expenditures. The net operating expenditures are calculated by eliminating all expenditures related to sponsored research, special purpose and trust activities, ancillary enterprises, non-credit instruction, apprenticeship instruction, off-campus credit instruction not supported by the Ministry, and third-party credit instruction. The dollar figures presented are the net operating expenditures for credit programs subject to the tuition fee legislation.

In this measure, total credit revenue is assumed to equal net operating expenditures for credit programs. Included in the Alberta Learning grants are unrestricted grants which are used to fund the operation of institutions. In this measure, Alberta Learning grants and other certain related student fees are assumed to fund credit programs. Other Revenue is the difference between total credit revenue and the sum of Ministry grants, Tuition Fee Revenue and other Credit Related Student Fees. Data for 1997/98 have been restated to include NorQuest College, as the college submitted its data after preparation of the 1998/99 Alberta Advanced Education and Career Development Annual Report. In addition, Grant MacEwan College restated its 1997/98 tuition fee revenues subject to policy in its 1998/2000 data submission. This restatement occurred within student resources and did not affect total revenues for 1997/98.

1.6 Percentage of parents and the public satisfied with their opportunities for involvement in decisions affecting education in their local schools. (New Core Measure)

Respondents to Alberta Learning's annual telephone surveys of parents and the public were asked how satisfied they were with their opportunities for involvement in decisions affecting education in their local schools.

1.7 Percentage of parents and the public satisfied with their actual involvement in decisions affecting education in their local schools.

In addition to being asked how satisfied they were with their opportunities for involvement, parent and public respondents to Alberta Learning's annual telephone surveys also were asked about their actual involvement in decisions affecting education in their local schools.

1.8 Percentage of parents and students who are satisfied that schools provide a safe and caring environment.

In Alberta Learning's annual telephone surveys, parents (ECS-12) and high school students were asked about their agreement that their school provides: a safe environment, a caring environment.

1.9 Satisfaction of Apprentices with the overall quality of their work experience and technical training.

This indicator reflects the percentage of a randomly selected sample of 1997/98 graduates (surveyed 6-18

months after graduation, in January-February, 1999) from Alberta's apprenticeship training system who were somewhat or very satisfied with the quality of their on-the-job work experience and technical training. These results are not comparable to the previous survey (1995/96 graduates, surveyed early in 1997), as different satisfaction scales were used (four point scale in 1999, three point scale in 1997).

1.10 Graduating post-secondary student satisfaction with overall quality of their post-secondary education.

- In surveys conducted by the institutions, graduates were asked to rate their overall satisfaction with the quality of their university educational experience. Each institution inputs the data via file transfer protocol to the department's Key Performance Indicators Reporting System (KPIRS). The most recent data provided by each institution has been used in calculations. Results for all universities and Grande Prairie Regional College are based on surveys of 1995/96 graduates. Results for public colleges, technical institutes, vocational colleges and private university colleges are based on surveys on 1997/98 graduates. Concordia University College results are for 1996/97 graduates. "No Responses" were factored out of the survey data. Results from prior years are not comparable as different satisfaction scales were used.

Supplemental Information: Percentage of students reporting satisfaction with overall quality of their post-secondary education (1998/99 graduates, surveyed in the year 2000)

	Very Satisfied	Satisfied	Neither Satisfied nor Dissatisfied	Dissatisfied	Very Dissatisfied
Universities	15%	62%	18%	5%	1%
Private University Colleges	37%	54%	8%	1%	0%
Vocational Colleges	53%	34%	11%	1%	1%
Public Colleges	36%	47%	13%	2%	1%
Technical Institutes	27%	48%	19%	4%	1%
System Total	28%	52%	16%	3%	1%

Notes:

1. "Public Colleges" includes the former Vocational Colleges, which became part of the public college system on September 1, 1997.
2. Percentages may not add to 100 due to rounding.
3. Information from graduates of Grant MacEwan and NorQuest colleges is not included, as it is not comparable.

1.11 Post-secondary Full Load Equivalent (FLE) enrollment.

Data are extracted from the Learning and Enrollment Reporting System (LERS) maintained by the Information Access and Reporting Branch. "Full Load Equivalent" is a standard measure of enrollment; one FLE represents one student for a standard academic year taking a full course load. Credit enrollment includes learners in degree, diploma, certificate and other credit offerings.

1.12 Enrollment in a range of available post-secondary programs and areas of study. (New)

Data are extracted from the Learning and Enrollment Reporting System (LERS) maintained by the Information Access and Reporting Branch. This measure reflects the variety of learning opportunities that are available to adult Albertans by providing the number and percentage of full-load equivalent enrollment (see 1.11 above) in the variety of programs and subject areas of study that are available.

1.13 Percentage of students (ECS-12) who are enrolled in various delivery choices within the public education system.

Data are extracted from the Corporate Data Warehouse, Information Management Services. This measure indicates the number and percentage of students registered in selected program and delivery choices offered in the public ECS-12 learning system. Also shown is the number of school authorities that offer each of these choices. In addition to choices within the public system, parents also have the choice of accessing private schools. Senior high school students can choose from an extensive selection of courses as well. In addition to changes in total enrollment in these delivery choices, enrollment is redistributed among the available alternatives as new delivery choices become available. Newer program and delivery choices, such as Charter Schools and Virtual Programs, may attract some students from other available choice options. For example, the increased enrollment in Virtual Programs may account for some of the decreased enrollment in Home Education Programs. The following table shows provincial aggregate enrollment in recent years in the public system, in other schools and total provincial enrollment (public + other).

Supplemental Information: Public System, Other and Total Provincial Enrollment

Authority Type	1995/96	1996/97	1997/98	1998/99	1999/2000
Public System:					
- Public	406,498	409,222	413,247	418,632	419,903
- Separate	113,438	116,859	120,962	123,605	125,862
- Francophone	1,761	1,798	1,925	2,137	2,264
- Charter	230	1,467	2,133	1,716	2,074
Public System Total	521,927	529,346	538,267	546,090	550,103
Other:					
- ECS Private Operators	3,115	3,001	2,574	2,535	2,619
- Private School	20,847	21,416	22,218	23,548	23,874
- Federal Indian Affairs	3,087	6,336	8,187	7,745	8,555
- Provincial	20	3,374	2,823	2,202	2,422
Other Total	27,069	34,127	35,802	36,030	37,470
Total (Public + Other)	548,996	563,473	574,069	582,120	587,573

Note: Data are as of May 31, 2000.

1.14 Perceptions of learners, parents and the public that learners have ease of access to lifelong learning. (New)

Samples of parents (ECS-12), high school students and the public were asked in telephone surveys about their agreement that "learners have ease of access to lifelong learning". This question was asked relative to all learners (ECS-12 learners and adult learners). The public (including the subgroup - adult learners) were asked about their agreement that "most adults are able to access the education or training they want". A different question was used for the public/adult learners to obtain feedback specifically regarding accessibility of adult learners.

1.15 Average post-secondary student assistance award.

Data are from the Students Finance mainframe system, Learner Funding Branch. The **average post-secondary student assistance award** is the annual average financial assistance provided to academically qualified adult learners so that they can pursue a post-secondary education when financial need has been identified. It is calculated by dividing the total student financial assistance by the total number of students receiving assistance each fiscal year. Calculation of the **average net cumulative debt of a post-secondary learner in their final year of study** is based on those learners who began studies between April 1 and March 31 each fiscal year, and who indicated on their student loan application that they were in their final year of study.

1.16 Interprovincial ECS-12 spending per student per year.

Spending includes public and private schools. Public includes:

(i) federal schools and schools for the blind and deaf;
(ii) provincial and federal departments' spending on ECS-12 education;
(iii) academic education in federal penitentiaries and provincial reform schools; and
(iv) departmental administration.

Data for Canada and the provinces are presented in the table on the following page. Each province's ECS-12 expenditures are divided by total enrollment (public, private, federal and foreign). Figures for Canada are calculated by dividing total expenditures in all provinces by total enrollment in all provinces.

Supplemental Information: Data for Canada and all provinces.

	1995/96 (E)	1996/97(E)	1997/98 (E)	1998/99(E)	1999/2000(E)
Canada	6,673	6,763	6,797	6,830	6,787 (Rank)
Newfoundland	5,269	5,591	5,504	5,899	5,834 (9th)
Prince Edward Island	4,893	4,774	5,146	5,744	5,549 (10th)
Nova Scotia	5,499	5,578	5,542	6,094	6,071 (8th)
New Brunswick	5,991	6,189	6,367	6,459	6,824 (4th)
Quebec	7,090	7,025	6,736	6,895	7,050 (2nd)
Ontario	6,781	6,964	7,057	6,876	6,631 (6th)
Manitoba	6,957	7,033	7,262	7,404	7,601 (1st)
Saskatchewan	5,953	6,045	6,272	6,515	6,501 (7th)
Alberta	5,826	5,881	6,197	6,487	6,689 (5th)
British Columbia	6,945	7,003	6,984	6,987	6,920 (3rd)

Sources: Statistics Canada: Catalogue #81-003; *Education Quarterly Review* (Quarterly), Vol. 6, No. 3 (2000); Vol. 5, No. 3 (1999).
Note: Estimates are represented by (E).

1.17 Provincial uniform equalized property tax rates for basic education.

Changes in the annual provincial equalized property tax rates illustrate changes in the contribution that property tax payers make towards the revenue available for the basic learning system. The uniform provincial mill rate is the property tax rate used by the province to calculate each municipality's financial contribution to

the education system. A municipality's tax contribution is calculated by multiplying the provincial property tax (mill) rate by that municipality's equalized assessment base. The equalized assessment base is determined by a provincial Assessment Equalization Board that adjusts the value of the properties in a municipality to current market conditions. With the exception of four Improvement Districts and one municipality, all municipalities in Alberta are taxed at the same provincial rate in the year 2000. Provincial mill rates for education are established annually by an Order in Council. Data on mill rates are from School Finance, and are available online at: http://www.ednet.edc.gov.ab.ca/news/2000/march/IB_Uniform_Rate.html

1.18 Total post-secondary institution revenues by source.

This measure shows the share of major funding sources of total institutional revenues. Institutions report revenue though the Financial Information and Reporting System (FIRS). These revenues support the delivery of credit and non-credit instruction, ancillary services and federally sponsored research at the universities.

1.19 Average annual institutional cost per post-secondary learner in credit programs.

This indicator shows the average annual program cost per full-load equivalent (FLE) learner for credit instruction and excludes all research expenditures. Each institution provides the data by input to the Key Performance Indicators Reporting System (KPIRS). Full load equivalent is a standard measure of enrollment in which one FLE represents one student for a standard academic year taking a full course load. Credit enrollment includes learners enrolled in degree, diploma, certificate and other credit offerings.

1.20 Labour force participation rate and unemployment rate by educational attainment.

The **participation rate** measures the proportion of Albertans of working age (15 years of age and older) who are participating in the labour force (either working or actively seeking work). Of those participating in the labour force, the proportion that are unable to find work is the **unemployment rate.**

Supplemental Information: Relationship Between Education, Labour Market Participation and Unemployment

		1995	1996	1997	1998	1999
Labour Market Participation	**Alberta Total**	72.3	72.3	72.1	72.5	72.6
	University degree	84.9	85.1	83.6	84.2	82.8
	Post-secondary certificate or diploma	80.8	80.5	80.9	79.8	81.1
	Some post-secondary	76.5	74.7	75.3	76.7	76.2
	High school graduate	77.8	77.9	75.7	77.1	77.0
	Some high school	59.4	59.3	59.6	58.4	58.7
	0 - 8 years	33.9	33.0	30.8	30.9	31.8
Unemployment Rate	**Alberta Total**	7.8	6.9	5.8	5.6	5.7
	University degree	4.1	4.2	3.2	3.4	3.4
	Post-secondary certificate or diploma	7.1	5.7	4.2	4.6	4.5
	Some post-secondary	8.2	7.3	6.7	5.4	6.5
	High school graduate	7.3	6.2	5.3	5.1	5.2
	Some high school	12.4	12.2	10.9	10.6	10.9
	0 - 8 years	9.2	9.2	10.9	6.7	6.0

Source: Statistics Canada: Labour Force Survey: 1995 – 1999.

Goal Two: Excellence in Learner Achievement

2.1 Percentage of parents (ECS-12) and high school students who agreed teachers help students achieve learning expectations and high standards.

Teachers, through direct instruction of students, play a critical role in whether or not the learning system meets the goal of excellence in learner achievement. Samples of high school students and parents (of ECS-12 students) were asked in Alberta Learning's annual surveys about their agreement with selected statements relating to this measure.

2.2 Percentage of students in grades 3, 6 and 9 writing provincial achievement tests who achieved the acceptable standard and the percentage who achieved the standard of excellence, including participation. (Note: Measure is changed from Restated Plan)

Since 1994/95, students in grades 3, 6 and 9 write provincial achievement tests annually in the core subjects: language arts, mathematics, science and social studies near the end of each school year. Test results are recorded and aggregated in customized software - the *Marking Centre Inventory System (MCIS)* and the *Marking Centre Scoring System (MCSS)*, written in *Access, Sequel Server* and *Visual Basic* programming languages. The provincial reports (*The Achievement Test Multiyear Reports 1996-2000)* are prepared with the *Statistical Package for the Social Sciences (SPSS)* and are available online at: http://ednet.edc.gov.ab.ca/studenteval/homepage.asp

The achievement test results for grades 3, 6 and 9 provide information on how well students are meeting provincial standards in the core academic subjects. Results from the achievement tests administered in grades 3, 6 and 9 are reported in relation to the acceptable standard and the standard of excellence.

A student achieving the acceptable standard in a specific grade shows an adequate understanding of the core knowledge and adequate basic skills essential to that course. A student achieving the standard of excellence consistently shows a deeper understanding of the concepts of the course – an ability to integrate information and evaluate it from various points of view. The student shows a high level of proficiency with skills, applying knowledge in appropriate ways to new problems in the course. Achievement expectations are based on the curriculum expectations as determined through consultation with a wide range of stakeholders. The achievement expectations were established shortly after the achievement program was developed in 1984, and these also have been vetted through various advisory committees of community members and educators since that time. Once the cut score is determined through item development committees of teachers, the test design is vetted through committees of stakeholders, and by a standard setting committee of 20 teachers, the standard setting committee which uses a modified Angoff process. The final decision of this process is reviewed by Learning Assessment staff and is open to the general community. Cut scores are published in the detailed school reports. Reaction is obtained as to the appropriateness of the cut scores from parents, community members and the educational community. The process usually is repeated for two or three years to ensure consensus on the cut score. Once the cut score has been determined, linear equating is used to ensure consistent standards from year to year. The Provincial Advisory Curriculum Committee also reviews the achievement expectations and results yearly. Currently, the Learner Assessment Branch has an advisory committee, Accounting for All Students, which is reviewing the reporting of achievement test results, including the standards for the tests.

The following table shows the proportion of all students in a grade who have demonstrated, on a particular achievement test, that they can do what is expected in the course. Reporting based on the number enrolled allows for comparisons over time, taking into account any changes in participation on the test. Not all students write the provincial achievement tests. Achievement test results are not available for students who were absent, who were excused from writing by the superintendent (because participation would be harmful to the student, or the student could not respond to the test instrument), who wrote but whose results were withheld, or who wrote only one part of a language arts test. It is possible that some of these students, under different circumstances, could have demonstrated achievement of standards on the test.

Supplemental Information: Percentage of all Students in Grades 3, 6 and 9 Demonstrating the Standards on Provincial Achievement Tests

Subject		Standard	1995/96	1996/97	1997/98	1998/99	1999/2000
Grade 3	Language Arts	excellence	19%	13%	14%	15%	18%
		acceptable	81%	82%	80%	83%	84%
	Mathematics[2]	excellence	–	–	19%	24%	26%
		acceptable	–	–	75%	80%	82%
Grade 6	Language Arts	excellence	14%	15%	13%	16%	19%
		acceptable	79%	79%	78%	79%	80%
	Mathematics[2]	excellence	–	–	16%	16%	16%
		acceptable	–	–	77%	77%	79%
	Science[3]	excellence	–	13%	17%	23%	25%
		acceptable –		73%	75%	79%	79%
	Social Studies	excellence	15%	16%	16%	16%	20%
		acceptable	74%	74%	73%	76%	79%
Grade 9	Language Arts	excellence	10%	10%	10%	11%	14%
		acceptable	80%	79%	78%	79%	80%
	Mathematics[2]	excellence	–	–	13%	14%	14%
		acceptable	–	–	64%	64%	67%
	Science	excellence	17%	14%	12%	13%	13%
		acceptable	75%	72%	71%	71%	72%
	Social Studies	excellence	14%	14%	13%	16%	16%
		acceptable	73%	75%	71%	73%	73%

Notes:

1. The percentage of students achieving the acceptable standard includes students achieving the standard of excellence.
2. In 1998, new standards were set for the mathematics tests to more accurately reflect the revised Alberta Program of Studies for K-9 Mathematics. Consequently, results from prior years are no longer comparable.
3. The new Grade 6 Science curriculum was optional in 1995/96 and fully implemented in 1996/97.
4. Percentages presented here differ slightly from those appearing in Alberta Education's 1998/99 Annual Report, as students writing in French are included.

2.3 Percentage of students writing grade 12 diploma examinations who achieved the acceptable standard.

Results on diploma examinations show how well students are meeting provincial standards as outlined in the Programs of Study. Results are reported in relation to the acceptable standard and also the standard of excellence. A student achieving the acceptable standard demonstrates that s/he has met the basic requirements of the course. A mark of 50 per cent on the examination represents the acceptable standard in a diploma examination course. A mark of 80 per cent on the examination represents the standard of excellence and indicates that the student has demonstrated performance significantly beyond the minimum requirements of the course.

Achievement expectations are based on the curriculum expectations as determined through consultation with a wide range of stakeholders. The achievement expectations were established shortly after the achievement program was developed in 1984, and have been vetted through various advisory committees of community members and educators since that time. Once the cut score determined through item development committees of teachers, the test design is vetted through committees of stakeholders, and by a standard setting committee of 20 teachers which uses a modified Angoff process. The final decision of this process is reviewed by Learner Assessment staff and is open to the general community. Cut scores are published in the detailed school reports. Reaction is obtained as to the appropriateness of the cut scores from parents, community members and the educational community. The process is usually repeated for two or three years to ensure consensus on the cut score. Once the cut score has been determined, linear equating is used to ensure consistent standards from year to year. In addition, standard setting committees and item development committees are asked for their opinions. The Provincial Advisory Curriculum Committee also reviews the achievement expectations and results yearly.

The diploma exam mark is worth 50 per cent of the final mark in a course; the school-awarded mark contributes the other 50 per cent. The proportion of grade 12 students completing diploma examination courses varies from year to year and from school to school depending on course enrollments and student success in achieving course requirements.

Test results are recorded and aggregated in customized software - the *Marking Centre Inventory System (MCIS)* and the *Marking Centre Scoring System (MCSS)*, written in the *Access, Sequel Server* and *Visual Basic* programming languages. The provincial reports (*The Diploma Examination Multiyear Reports 1996-2000)* are prepared with the *Statistical Package for the Social Sciences (SPSS)* and are available online at: http://ednet.edc.gov.ab.ca/studenteval/homepage.asp

The table "Percentages of Grade 12 Students Completing Grade 12 Diploma Examination Courses" shows the percentage of grade 12 students who received a final mark in each diploma examination course for the last five school years.

2.4 Percentage of students who received a high school diploma or certificate or enter post-secondary studies within six years of entering grade 9.

The measure indicates the percentage of Alberta students who complete high school, or enter an Alberta post-secondary institution *directly from high school* within six years of entering grade 9. Data on student

attainment are from the Student Record System, which is maintained by Information Services. Demographic data are from Statistics Canada.

Although not part of the measure specified in the business plan, the display also shows completion rates within four years of entering grade nine ("on-time" completers). The different timeframes for completion reflect the fact that, while the majority of students complete high school within four years of entering grade 9, others take one, two or more years before completing.

2.5 Percentage of parents (of ECS-12 students) and the public who are satisfied that learning standards are high enough.

Parent and public perceptions provide feedback from key stakeholders as to whether learning standards in the K-12 system are too high, about right or too low. Data for this measure was generated by Alberta Learning's annual telephone surveys of parents (of ECS - 12 students), and the public. Respondents were asked if they feel that learning expectations for students are "too high, about right or too low".

2.6 Alberta student results on national and international tests.

The School Achievement Indicators Program (SAIP), coordinated by the Council of Ministers of Education, Canada (CMEC), tests a representative sample of 13 and 16 year old students in each province and territory in mathematics, language arts and science every three years. In 1999, students were tested in science. SAIP tests are designed to reflect pan-Canadian learning expectations. The SAIP tests are developed with extensive involvement of classroom teachers and provincial/ territorial education ministry personnel across the country. The test-results review process also allows for input from other educators, as well as representatives of business and community groups.

Supplemental Information: Percentage of 13-year-old and 16-year-old Alberta Students Achieving Levels of Achievement on the 1999 School Achievement Indicators Program Science Test

		Alberta 1996	Canada 1996	Alberta 1999	Canada 1999	Pan-Canadian Expectations for 1999
Age 13:	Level 1	92	89	91	88	85
	Level 2	83	72	83	73	70
	Level 3	56	43	65	53	40
	Level 4	11	6	15	9	10
	Level 5	1	0	3	1	3
Age 16:	Level 1	94	95	97	94	95
	Level 2	91	88	93	87	85
	Level 3	79	69	86	76	70
	Level 4	42	26	50	32	35
	Level 5	8	3	12	6	10

Source: Council of Ministers of Education, Canada, 1996 and 2000.

2.7 Provincial apprenticeship testing program results. (New)

This display shows the percentage of apprentices who passed their final period exams and is calculated for the August 1, 1998 - July 31, 1999 school year. Data are from the Skilled Trades Information System (STIS), Board Support and Business Integration Branch, Apprenticeship and Industry Training Division. Only one year of results is provided because the previous year's results are not comparable due to the change in pass mark implemented on August 1, 1998. Final period examination results provide a measure of learner success in the apprenticeship and industry training system. It is one of the final steps before "certification" at which point graduates are recognized as having the skills and competencies in their trade. It is the culmination of a series of successful completions of on-the-job training, work experience and technical training, a process that usually takes 2 to 4 years depending on the trade.

2.8 Percentage of Albertans age 25-34 who completed high school, and percentage who completed post-secondary (includes inter-provincial comparisons). (New)

This measure shows the proportion of Albertans reporting they have high school and post-secondary credentials, compared to Canada and other provinces. Proportions for 25–34 year-olds are presented, as they represent recent outputs of Alberta's learning system.

Supplemental Information: National Comparisons: High School and Post-Secondary Completion

	High School Completion Rate (%)					Post-Secondary Completion Rate (%)				
	1995	1996	1997	1998	1999	1995	1996	1997	1998	1999
Alberta	86.0	86.4	86.9	87.5	87.5	51.2	51.7	53.3	54.8	55.4
CANADA	83.7	84.7	85.9	86.6	87.1	52.3	53.9	56.2	57.5	58.3
British Columbia	86.2	88.6	88.3	88.6	89.6	49.1	51.9	52.8	54.9	54.5
Saskatchewan	81.1	81.5	83.8	85.1	84.8	44.7	45.8	49.9	52.3	51.8
Manitoba	80.1	83.3	82.6	83.1	84.7	46.0	47.4	49.4	51.1	51.6
Ontario	85.5	86.0	87.6	88.0	89.0	52.6	53.8	56.8	57.2	59.1
Quebec	80.9	81.7	83.4	84.5	84.0	55.7	58.2	60.5	62.7	62.2
New Brunswick	82.0	82.0	82.8	84.7	86.1	48.8	49.5	48.5	51.2	55.9
Nova Scotia	79.6	81.2	82.4	83.8	85.6	53.9	56.1	59.7	59.9	61.4
Prince Edward Island	78.3	78.1	78.4	81.3	83.6	49.5	49.2	49.5	53.2	55.2
Newfoundland	75.7	77.4	79.6	80.1	81.1	53.2	53.0	55.5	55.6	56.8

Source: Statistics Canada: Labour Force Survey, 1999 (special tabulation for Alberta Learning).

Goal Three: Well Prepared Learners for Lifelong Learning, the World or Work and Citizenship

3.1 Employment status of Alberta post-secondary graduates.

This measure shows the employment status of graduates in publicly funded post-secondary parchment programs at the time of the survey. Apprentices are not included here, as they are addressed in a separate survey; see 3.12. The survey instrument is in *the Key Performance Indicators Reporting Manual for Alberta Post-secondary Institutions*, (December, 1999), pp 46-48, available online at: http://www.aecd.gov.ab.ca/software/

Data are reported by institutions every two years. For university and private university colleges, the survey is completed two years after learners graduate. For colleges and technical institutes, surveys are conducted 6-9 months after graduation. In both cases, the surveys are census-based. Percentages in the display are based on all graduates (including those not in the labour force).

3.2 Percentage of Alberta employers satisfied with the public post-secondary education.

Alberta employers who had recently hired graduates of Alberta's adult learning system were asked in bi-annual surveys about their satisfaction with the academic/technical skills of those graduates. The display shows the percentage of surveyed Alberta employers who were somewhat or very satisfied with the academic/technical skills acquired by employees through Alberta's public post-secondary learning system. The 1997/98 survey addressed degree and diploma program graduates only, while the 1999/2000 survey addressed degree, diploma and certificate program graduates.

3.3 Percentage of adult Albertans satisfied with education or training taken in the last 12 months.

Respondents to Alberta Learning's annual public/adult learner telephone surveys were asked if they had taken any education or training in the past twelve months. Those who had were then asked about the extent to which they were satisfied with that education or training.

3.4 Parent and public satisfaction that curriculum focuses on what students need to learn: reading, writing, mathematics, technology skills, science and social studies. (New)

Parents (of ECS - 12 students) and the public were asked in Alberta Learning's annual telephone surveys about their agreement that the curriculum focuses on what students need to learn overall and in specific areas (reading, writing, mathematics, technology skills, science and social studies).

3.5 Percentage of high school students and parents (of ECS -12 students) who agree school helps students improve their computer skills.

Parents (of ECS - 12 students) and high school students were asked in Alberta Learning's annual telephone surveys about their agreement that school helps students improve their computer skills.

3.6 Percentage of parents (of ECS -12 students), high school students and the public who agree that high school graduates are prepared for lifelong learning.

Parents (of ECS - 12 students) and high school students were asked in Alberta Learning's annual telephone surveys about their agreement that high school graduates in Alberta are prepared to enter post-secondary education and training.

3.7 Perception of adult learners and the public that adult learners are prepared for lifelong learning. (New)

The public were asked in Alberta Learning's year 2000 telephone surveys about their agreement that adult learners have the skills and knowledge for lifelong learning. The survey sample was of sufficient size (n=3,000) to compare results for the public overall with results for a key subgroup - learners (n=992), those who had taken some education or training in the past 12 months.

3.8 Number of post-secondary learners awarded provincial scholarships. (New)

This measure shows that many learners in post-secondary education have excelled academically and supports the outcome "Learners' achievement is recognized." Data are from the Students Finance mainframe system, Learner Services Branch. The display shows a tally of all a scholarships awarded in four categories; Rutherford, Louise McKinney, Other Heritage Scholarships, and other provincial scholarships (Condon Scholarships). The tally includes only recipients registered in a post-secondary program in the year the scholarship is applicable.

3.9 High school work experience and registered apprenticeship program (RAP) course credits awarded. (New)

This measure shows total credits awarded, and total number of students achieving credits in Work Experience 15, 25 and 35, and all RAP courses with a course program code of 'RAP' or course subject code of 'RA'. Data are from the department's Corporate Data Warehouse, Information Services.

3.10 Employment rate of graduate journeymen in labour force.

This measure indicates the percentage of apprentice graduates in the labour force who were employed and in jobs related to their training. The calculation is based on surveys of graduates of the 1995/96 and 1997/98 school year commencing August 1st and ending July 31st. These graduates were surveyed 6 - 18 months after graduation in 1997 and 1999 respectively. Prior to graduation, apprentices were employed in related jobs while training.

3.11 Percentage of employers satisfied with the skills of their certified journeymen.

This indicator shows the percentage of employers involved in the Alberta apprenticeship training and trade certification system who were satisfied or very satisfied with the skills their employees acquired through the system. Alberta Learning's survey of employer satisfaction with apprentices was first conducted in February and March, 1998 and repeated in February and March, 2000.

3.12 Percentage of surveyed Alberta employers satisfied:

- **With the supply of post—secondary graduates**
- **That the system responds to employer needs**
- **With non-subject specific attributes of employees who have graduated from the post-secondary education system.**

Employers who hire recent graduates can offer valuable opinions on how well recent graduates are prepared for work.. Their satisfaction with the non-subject specific attributes of employees, with the supply of graduates, and that graduates are getting appropriate skills and knowledge are key indicators of the quality of outputs from Alberta public post-secondary institutions.

3.13 Percentage of students writing provincial social studies assessments (grades 3, 6 and 9 achievement tests and grade 12 diploma examinations) who achieved the acceptable standard. (New)

Social Studies is a school subject that assists students to acquire the basic knowledge, skills and attitudes needed to become responsible citizens and contributing members of society. The content of social studies draws upon history, geography, economics and other social sciences. Since 1995, students have written provincial achievement tests annually in Grade 6 and Grade 9 Social Studies. Students have been writing diploma examinations in Social Studies 30 since 1984 and in Social Studies 33 since the 1995-96 school year. The achievement tests results for grades 6 and 9 and the diploma examinations for grade 12 provide information on how well students are meeting provincial standards in social studies as an indication of their preparation for citizenship. Data are from the *Achievement Test Multiyear Reports 1996-2000* and the *Diploma Examination Multiyear Reports 1996-2000*, which are available online at: http://ednet.edc.gov.ab.ca/studenteval/homepage.asp

3.14 Credits awarded in high school fine arts, Career and Technology Studies (CTS) and optional physical education courses. (New)

This measure shows the total credits awarded, and total number of students achieving credits, in high school physical education, fine arts, and CTS courses. Data are from Alberta Learning's Corporate Data Warehouse, Information Management Services.

3.15 Percentage of Albertans who report involvement in volunteer activities. (New)

Volunteer participation rates are the proportion of the population age 15+ in each province who volunteered their time to a group or organization in the past year. They show the extent to which Albertans demonstrate citizenship by volunteering their time for public/social causes.

Supplemental Information: Volunteer Participation Rates: Alberta and Canada, (Age 15+)

	1987	1997		1987	1997
Canada	**27%**	**31%**			
Newfoundland	26%	33%	Ontario	26%	32%
Prince Edward Island	34%	36%	Manitoba	38%	40%
Nova Scotia	32%	38%	Saskatchewan	38%	47%
New Brunswick	30%	34%	**Alberta**	**40%**	**40%**
Quebec	19%	22%	British Columbia	29%	32%

Sources: 1997: *Caring Canadians, Involved Canadians: Highlights from the 1997 National Survey of Giving, Volunteering and Participating*, Canadian Heritage, Health Canada, Human Resources Development Canada, Statistics Canada, Volunteer Canada, Canadian Centre for Philanthropy, Catalogue No. 71-542-XIE; August, 1998. 1987: *Survey of Volunteer Activity*, Statistics Canada, Household Surveys Division, 1988.

3.16 Participation rates of Albertans in arts, recreation, civic activities. (New)

The percentage of Canadians age 15 and over, by province, who reported in surveys that they had in the past year been members or participants in at least one of the following types of community organizations:

work related, sports or recreation, religious affiliated, community or school related, cultural, educational or hobby related, service club, fraternal, or political.

Supplemental Information: Percentage of Population Age 15+ Who Are Members or Participants in Organizations or Groups, Canada and Provinces, 1997

	Rate		Rate
Canada:	50%		
Newfoundland	49%	Ontario	52%
Prince Edward Island	50%	Manitoba	58%
Nova Scotia	55%	Saskatchewan	62%
New Brunswick	47%	**Alberta**	55%
Quebec	43%	British Columbia	54%

Source: *Caring Canadians, Involved Canadians: Highlights from the 1997 National Survey of Giving, Volunteering and Participating*, Canadian Heritage, Health Canada, Human Resources Development Canada, Statistics Canada, Volunteer Canada, Canadian Centre for Philanthropy, Catalogue No. 71-542-XIE; August, 1998.

3.17 International (visa) student enrollment in Alberta post-secondary institutions by sector. (New)

Data are provided by institutions to Alberta Learning's Learning and Enrollment Reporting System (LERS). Enrollment figures are "Full load equivalent" (FLE), which is a standard measure of enrollment in which one FLE represents one student for a standard academic year taking a full course load. A normal full load is the involvement required to complete a full year of study, typically during the fall and winter sessions of the academic calendar (i.e. September through April). Credit enrollment includes learners enrolled in degree, diploma, certificate and other credit offerings. Visa students are foreign students attending Alberta post-secondary institutions.

3.18 Percentage of journeymen with Red Seal certification. (New)

This measure shows the percentage of apprentices who received their training in Alberta and were issued a journeyman's certificate with a Red Seal in the same school year (the school year commences August 1st and ends July 31st). Data are from the Skilled Trades Information System (STIS), Board Support and Business Integration, Apprenticeship and Industry Training Division.

Goal Four - Effective Working Relationships with Partners

4.1 Satisfaction of partners who work with Alberta Learning. (New)

In February 2000, 38 representatives of provincial government departments and 14 representatives of stakeholder organizations in Alberta's learning system were asked in telephone interviews if Alberta Learning staff are collaborative, responsive and flexible in their working relationships with them. The following partner departments and stakeholder groups participated in the surveys.

Partnering Departments: AADAC, Children's Services, Community Development, Economic

Development, Health and Wellness, Human Resources and Employment, Infrastructure, Innovation &Science, International and Intergovernmental Relations, Justice and Attorney General, Personnel Administration Office. For the purposes of this survey, the Office of the Auditor General was included in the partner category.

Stakeholder Groups: Alberta Colleges - Institutes and Faculties Association, Alberta Colleges and Technical Institutes Students Executive Council, Alberta Home and School Councils' Association, Association of School Business Officials of Alberta, Careers - The Next Generation, College of Alberta School Superintendents, Confederation of Alberta Faculty Association - University of Alberta, Council of Presidents, Colleges & Technical Institutes/Grant MacEwan Community College, Council of Alberta University Students, Human Resources and Employment, The Alberta School Boards Association, The Alberta Teachers' Association, Students' Finance Board, Universities Coordinating Council - University of Alberta

4.2 Satisfaction of employers and graduates with the Apprenticeship and Industry Training System.

This measure provides feedback on the experiences of employers and graduates with the apprenticeship and industry training system. It is an indicator of effective working relationships among the major partners in meeting the needs of Albertans. Satisfaction surveys for apprenticeship graduates of the 1995/96 and 1997/98 school years were conducted in January and February of 1997 and 1999 respectively. The display shows the percentage of graduates of apprenticeship programs who answered "Yes" to the question "Based on your experience with the Alberta Apprenticeship and Industry Training System, could you have become an apprentice?". A "Yes" response is used as a proxy to indicate their satisfaction with the System. For employers, the question was more direct. The percentage that answered "Very Satisfied" or "Satisfied" to the question "Overall, how satisfied were you with the skills of your certified (principal trade) Journeymen?" is shown.

4.3 Enrollment in applied degree programs. (New)

Data are provided by institutions to LERS (Learning and Enrollment Reporting System). Applied degrees combine six semesters of formal instruction with an evaluated work experience component of at least two semesters. The programs involve employers in program design, delivery and the costs of the work experience element. Applied degree programs are designed to give learners maximum credit for previous education and allows them to get a degree while getting practical experience in business. Full-load equivalent (FLE) enrollment is a unit measure of enrollment which relates the degree of involvement or participation of students in a program to the normal full academic load for a normal full academic year in that program. A normal full load is the involvement required to complete a full year of study, typically during the fall and winter sessions of the academic calendar (i.e. September through April). Applied degree programs are limited to public colleges and technical institutes (not available at universities).

4.4 Post-secondary enterprise revenue.

Institutions report expenditure data to the department through the Financial Information and Reporting System (FIRS). Data are provided by the Institutional Planning and Coordination Branch. This measure shows how well institutions can lever non-government revenues. All non-government revenues except tuition fee revenues subject to policy, apprenticeship tuition fee revenues, earned capital contributions and ancillary services revenues are added to determine the total enterprise revenues. This total is divided

by the total Alberta Learning grants to obtain the percentage of Enterprise Revenues. Post-secondary institutions are encouraged not only to work with their partners but also to have partners provide revenues to support the training of Albertans who will bring their skills to these partners. This supports the core measure: "Joint initiatives contribute to the achievement of the social and economic goals of the province.

4.5 Industry and non-profit university research funding as percentages of total university research funding.
This measure shows the level of investment in university research by non-government sources (industry and non-profit/community agencies) as well as federal and provincial funding. It shows the percentage universities' total research dollars that are contributed by industry and non-profit/community agencies. Data are provided by the institutions to the System Information Branch. There are several direct and spin off benefits of research on the economy of the province.

Goal Five - Highly Responsive and Responsible Ministry

5.1 Learners, employers and taxpayers are satisfied with the value for money spent on the learning system.
Parents (of ECS - 12 students) and the public (adults age 17+) were asked in Alberta Learning's annual surveys about their satisfaction with the value for money spent on ECS-12 schools in their community. The public also were asked about their satisfaction with value for money spent on adult learning institutions in their community, with results presented for the public overall, and for a key subgroup - adult learners (those who had taken a course/training during the past 12 months). Parents and the public were considered to have covered off the categories of employers and taxpayers in this measure.

5.2 Department spending as a percentage of total spending. (New)
Spending on department functions is comprised of ministry support services and program delivery support services. The sum of Ministry Support Services and Program Delivery Support is divided by the sum of Total Ministry Expense and Property Tax support to opted-out school boards. Data are from the Ministry Audited Financial Statements.

5.3 School jurisdiction spending on instruction and administration as percentages of total school jurisdiction spending.
For this measure, total jurisdiction and charter school spending in Alberta in each of the three categories (school based instruction and support/central administration/other) are divided by total jurisdiction/ charter school expenditures, as reported in jurisdictions' and charter schools' Audited Financial Statements. "Central Administration" includes Board Governance, Central Administration, and Support Services. Central Administration expenses are capped at between 4% and 6%, depending on enrollment. "Other" includes Operations and Maintenance, Transportation, Debt Services and Transfers, and Community Services. Jurisdiction/charter school expenditure data are taken from their respective Audited Financial Statements. Data are aggregated at the provincial level by the School Reporting Unit, Budget and Fiscal Analysis Branch. Jurisdiction and charter school Audited Financial Statements are posted online at: http://ednet.edc.gov.ab.ca/funding/afs/

5.4 Post-secondary spending on administration as a percentage of total institution spending.

This measure is the ratio of the institutional support expenditures to an adjusted total expenditure. The adjusted total expenditure is the total expenditure minus expenditures related to ancillary services. This measure reflects administrative activities for all functions of a post-secondary institution such as the delivery of credit instruction, non-credit instruction, and sponsored research. The measure is the ratio of institutional support expenditures to an adjusted total expenditure (total expenditure minus expenditures related to ancillary services). The measure reflects administrative activities for all functions of a post-secondary institution such as the delivery of credit instruction, non-credit instruction, and sponsored research. Institutions report expenditure data through the Financial Information and Reporting System (FIRS). Data are provided by the Institutional Planning and Coordination Branch.

5.5 Number/percentage of staff accessing the learning account. (New)

This measure shows the number and percentage of staff who have accessed their learning account. Employees may have accessed their learning account more than once, but for the purpose of this measure, an unduplicated count was used. The count refers to the number of employees accessing the account during 1999/2000. Data were extracted from the department's IMAGIS database by the Human Resources Branch.

5.6 Percentage of staff who agree that the department provides the support needed to acquire or develop knowledge and skills in their current job. (New)

The *Government of Alberta Core Human Resources Measures Survey*, coordinated by the Alberta Personnel Administration Office (PAO) was initially conducted in November, 1998 and again from November 1999 to January 2000. Survey results for "Alberta Learning 1998" are actually the combined results for the two former departments (Alberta Advanced Education and Career Development and Alberta Education) from which Alberta Learning was formed in May, 1999. Additional information on these surveys is available at the PAO website:
http://www.gov.ab.ca/pao/corporate/corehr/core-hr-measures-project.htm
The display shows the percentage of staff in the Government of Alberta and in Alberta Learning who answered "strongly agree" or "somewhat agree" to the following survey question : *"As an employee of _____ (the Alberta Public Service/Alberta Education/Alberta Advanced Education/Alberta Learning), would you say you strongly agree, somewhat agree, neither agree nor disagree, somewhat disagree, or strongly disagree that your organization provides support you need to acquire or develop knowledge and skills in your current job."*

5.7 Employer and apprentice satisfaction with the quality of service of apprenticeship staff.

Feedback from people who deal with department staff provides insight into the department's effectiveness. This display shows the percentage of employers and apprentices involved in Alberta's apprenticeship training system who feel that they receive satisfactory service from Alberta Learning's apprenticeship staff. Employers and apprentices are key partners in the system and their satisfaction with the quality of service of apprenticeship staff indicates a responsive Ministry. Employer satisfaction surveys were conducted in 1997/98 and 1999/2000. Satisfaction surveys for graduates of 1996/97 and 1997/98 were conducted early in 1997 and 1999 respectively, but results are not comparable, so only results for 1997/98 graduates are shown.